

THE SCHOOL JOURNAL

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NEW YORK CITY

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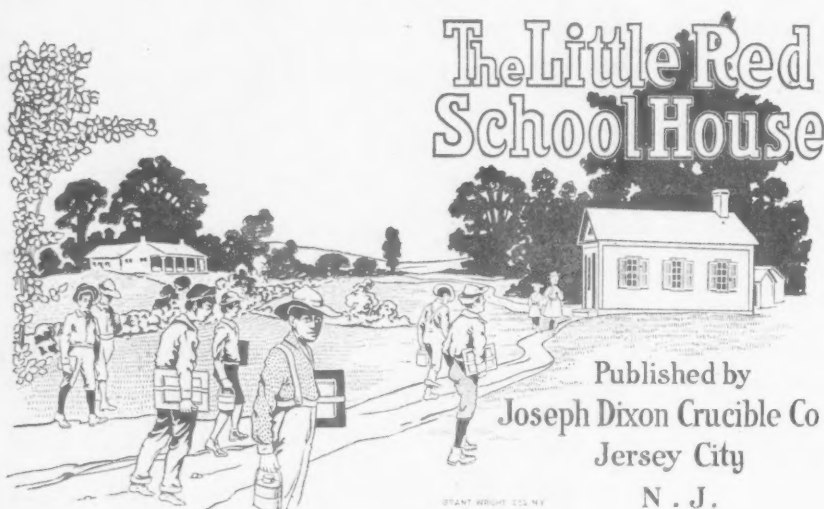
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Rural Netherlanders Returning from Thanksgiving Service.

After a Drawing by F. Matania

[See page 507]

A Boy's Promise

The school was out, and down
the street

A noisy crowd came throng-
ing;

The hue of health and gladness
sweet,

To every face belonging.

Among them strode a little lad,
Who listened to another,
And mildly said, half-grave,
half-sad,

"I can't; I promised mother."

A shout went up, a ringing
shout

Of boisterous derision;

But not one moment left in
doubt

That manly, brave decision.

"Go where you please, do what
you will,"

He calmly told the other,

"But I shall keep my word,
boys, still:

I can't; I promised mother."

Ah! who could doubt the future
course

Of one who thus had spoken?

Thru manhood's struggle, gain
and loss,

Could faith like this be bro-
ken?

God's blessing on that steadfast
will,

Unyielding to another,

That bears all jeers and laugh-
ter still,

Because he promised mother.

—Selected.

Rat Extermination

So serious has become the damage to vessel, cargo, wharf property, and storage goods thru destruction by rats along the river embankment at Kincardine, Scotland, that a professional rat catcher has been employed by the district committee to undertake the extermination of these rodents in the affected area.

The official rat catcher, with his family, has killed 60,000 rats in one year from incoming vessels, while on one occasion they destroyed rats at the rate of one a minute. It is claimed by competent authority that in 1910 rats cost Great Britain \$75,000,000. Besides the economic loss, it is said rats carry contagion to an alarming extent, and that plague might be prevalent among the vermin for a long time before it became epidemic among human beings.

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munity.

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He had done nothing to uplift
mankind.

He had not accumulated a
fortune.

He had not achieved distinc-
tion in art.

He had not been a leader.

He had not added to the sum
of human knowledge or content-
ment.

He had made no contributions
to science.

But he had been successful.

His wife had been able to put
on a little more style than any
of her neighbors could afford.—
Chicago Record-Herald.

Prize Woman Suffrage Anthem

The \$100 prize offered by the Woman Suffrage party for the best poem, to be set to music and become the national suffrage song, was awarded to Miss Minette Taylor, of Greencastle, Ind., who died before the contest was decided. A part of the new anthem, which is copyrighted, is as follows:

Once more awakes the Spirit of the Just
And a world-wide flame is kindled from the dust.
Woman, for the right we know,
For the duty that we owe,
For all souls now here and coming, vote we must.

Ye powers of Evil, earth is not your own;
Woman helping, you shall yet be overthrown,
And a better life shall rise Than has gladdened human eyes;
And true peace shall blend the nations into one.

Let us stand together, women, hard and fast;
Let us vow to keep the faith until the last;
By the truth the world has learned,
By the falsehood it has spurned,
We will vote and rise above the vanished past.

CHORUS

We the people; all the people; how it rings;
Justice broad and free, the living heart of things.
Sisters working for the light, Brothers striving for the right.
We, the people; all the people; how it rings.

How Do You Hoe?

Say, how do you hoe your row, young chap?
Say, how do you hoe your row?
Do you hoe it fair,
Do you hoe it square,
Do you hoe it the best you know?
Do you cut the weeds, as you ought to do,
And leave what's worth while there?
The harvest you'll garner depends on you:
Are you working on the square?

Are you killing the noxious weeds, young chap?
Are you making it straight and clean?

Are you going straight,
At a hustling gait,
Are you scattering all that's mean?

Do you laugh and sing and whistle shrill,

And dance a step or two,
As the row you hoe leads up the hill?

The harvest is up to you.
—DRIFTWOOD.

The Size of the World

It's a little world, my brothers, when you've cause to wish to hide;

Everywhere you turn there's some one who remembers you by name;

You may cross the widest ocean, but upon the other side

There will be somebody waiting who has heard about your shame.

It's a little world, my brothers, for the man who has to flee;

There is not a nook within it where he may in safety rest;

Tho he seek the farthest mountain and ascend it stealthily,

Some one there will know the secret he is hiding in his breast.

It's a wide, wide world, my brothers, for the man who walks alone,

With no money in his pockets and nowhere to lay his head;

Where the busy millions hurry he may wander all unknown,

Never hearing a fair greeting or a word of welcome said.

It's a wide, wide world, my brothers, and a dreary, lonely place

For the lad with empty pockets and homesickness in his heart;

Where the thousands hurry past him he will find no friendly face,

Nor discover anybody with a kind word to impart.

—S. E. KISER, in Chicago Record-Herald.

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First—Mr. Nathan Behrin (Isaac Pitman).....	96.8%	
Second—Mr. W. B. Bottome (Pitmanic).....	95.6%	

It is worthy of note that this was Mr. Behrin's first appearance in a speed contest. Many of his competitors—22 in all—were veterans and former champions of such contests.

The above results establish the unquestionable superiority of the Isaac Pitman system.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

OSSIAN LANG, Editor.

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What of the Product?

The inventiveness, ingenuity, and general resourcefulness of American small boys never fails to excite the wonder of observant visitors to our shores. Yet these same boys do not seem to get beyond commonplace achievement at school. We are told often enough by employers of the product of our schools that the boys are lacking in power of adaptation, in self-direction and much else besides. Now, either these employers are unreasonable in their expectations, or else the schools are not utilizing as they might the qualities which the boys display on the highways and in self-appointed enterprises. Suppose we examine some of the complaints most frequently made by employers.

There is, to begin with, the threadworn charge that the boys are woefully deficient in the so-called rudiments. In one place the penmanship is declared to be wretched, in another the spelling is criticized, in a third we are told the boys cannot solve the simplest kind of business examples. Sometimes the sweeping accusation is heard that the schools have not taught any of these things well enough to enable the young people to give a creditable account of themselves for the seven or eight years spent at school.

It would be futile either to deny or to confirm the justice of these complaints for the country at large. With us, school administration is largely a local affair. The deficiencies of one school or one school system, or even a large number of schools or school systems, should therefore not be charged against all. Wherever the three Rs are not efficiently taught, there an essential duty of the school is neglected. That is a point for every locality to settle for itself.

The excuse that so many other useful activities are carried on does not absolve from blame for insufficient attention to the traditional rudiments. In fact, investigations have proved that schools with most comprehensive programs are often more successful in producing accurate spellers, good penmen, and efficient arithmeticians, than schools that confine themselves to the three R's. Not always, of course. An elaborate feast is not necessarily conducive to well being, nor does it invariably impair the health of the participants. Neither does a diet of

gruel and pork and beans assure a healthy condition under all circumstances. Solidity has its value, and so has variety.

Solidity without variety may run into the groove that leads to stolidity. Variety without solidity, avoiding all grooves, gets nowhere. As between the two the latter is at least the more hopeful in this, that a purpose may present itself some time, and then there will be progress. A well-constructed bill of fare may yet prove a better model for a program of school activities than some of the plan books that have come into vogue in recent years.

"We eat to live" is the principle of the work-a-day bill of fare. But that does not exclude variety. "We learn to live" is the principle of the school program. And that does not exclude solidity.

What we want to look out for is the vaudevillian who would make our programs a merry round of paper-cutting, clay-modeling, acting parts, singing and dancing. Recreation has its place,—with creation. In the natural order of things the latter ought to have first place on the program, so as to account for the admission of the former.

To be sure, those who are forever confounding life with "making a living" are not to be trusted, either. But they have this advantage in their reasoning, that the individual who cannot "make his living" has not much chance of living. Choice comes after the necessities are provided for. Choice and freedom are one. And living one's life depends largely on the amount of freedom one is able to win from necessity. There one chief duty of the elementary school is plainly suggested: We must first of all make sure that the young are being efficiently taught the use of the tools which are required in every occupation in the economy of civilized society. Wherever the employers of the product of our schools are justified in their complaints that the children are deficient in the three Rs, there the community has not gotten full returns for the money contributed.

The mechanical results of school instruction are easily judged. A word is either correctly or incorrectly spelled. Writing is either legible and neat or the opposite. The solution of an

example is either right or wrong. Other results of school instruction are not usually as evident to the eye. Nevertheless it is quite reasonable to assume that where essentials which can be seen have been neglected, there the whole work stands condemned.

Now what of achievements that go beyond the commonplace? What of keenness of observation, accuracy of judgment, self-direction and the like? Here the grown-up is apt to forget the limitations of youth. In the earlier school years the world is fresher and incites more to observation and examination. When the reasoning period approaches there is more comparing and criticizing and testing out one's conclusions. If there is lack of self-direction, that may be due to a temporary waning of faith in one's own judgment. In other words, the characteristics of the age from fifteen or sixteen to eighteen or nineteen must be taken into account when sitting in judgment on the product of our schools.

Still, there is a difference in limitations. There are those that may be accounted for by characteristics of the age and the individualities of the children, and there are those that are chargeable to inefficient schooling. The latter it behooves us to face in a spirit of humility, with a clear eye and an open mind.

There is no reason why the small boy should lose the inventiveness, ingenuity and general resourcefulness displayed by him outside of the school. On the contrary, it is quite reasonable to assume that these qualities should be enlarged and intensified by the right sort of training. Pouring-in methods of teaching will not do it. Neither will any form of instruction that does not allow sufficient scope for free, individual applying of the lessons transmitted to the pupils. Epictetus suggested this truth most strikingly when he said, "Sheep do not throw up the grass to show the shepherds how much they have eaten, but inwardly digesting their food, they outwardly produce milk and wool." Here the examiners of schools may take their cue. Instead of inquiring merely into the retentiveness of the memory, let them test the power the pupils have gained in putting to practical use what they have been taught. Put a premium on originality, and there will be originality. Encourage freedom of inquiry and expression, and the resourcefulness of the pupils will have a better chance for development. The milk and the wool show the value, not the grass that has been chewed.

In *Educational Foundations* for October is published the report of a talk by Bernard Shaw on education. The unconventional point of view taken there is full of suggestions for teachers. Mr. Shaw would have the school be an educational place where children can satisfy their natural thirst for knowledge by looking on and asking questions, instead of having teachers set them "impossible conundrums" and searching for a chance to keep them in for failure. That

states the case broadly, but the grain of truth is there. In the time to come, he believes, children will enjoy the liberty that is demanded for full development of all the faculties. "They will, of course, be provided with pocket money and will spend it on books and on teachers, so that the best teachers will have the most pupils and the highest pay." Any child will be free to go out when the teacher bores him, "just as adults do now when they are seeing one of Mr. Shaw's plays."

In other words, Herbart was right when he stamped dullness as the arch-sin of teaching. By getting hold of the interest of every pupil and broadening it so as to take in more and more of the many lines of human endeavor, the teacher approaches more nearly the heart of the purpose of the school than by any other plan that has been proposed thus far. Once interest is at work, inventiveness, ingenuity, and general resourcefulness will take care of themselves.

The New Wentworth Institute

Education which trains boys to make a livelihood is engaging the solicitude of philanthropists as never before. Trade schools are growing up everywhere. Boston appears to be particularly favored in this regard. Her most recent accession to the list of existing educational institutions is the new Wentworth Institute, founded by the late Arioeh Wentworth, who left more than three and a half million dollars for the purpose of "Furnishing education in Mechanical Art."

The site of Wentworth Institute covers thirteen acres of land, in the vicinity of the Harvard Medical School, Tufts College, Simmons College, Boston Normal School, the Conservatory of Music, and the beautiful new Boston Opera House. The buildings completed thus far include the Foundry and the Main Shop building. The latter is five stories high, and contains the carpenter shop, pattern shop, machine shop, blacksmith shop, plumbing shop, and electrical wiring room. Large laboratories for work covering practical mechanics, electrical appliance and electrical machinery, building materials and power plant operation are equipped with the best tools, machinery and apparatus.

The trades which are to be provided for in the initial group of buildings of the school, are: One-year day courses in the building trades—carpentry, electric wiring, plumbing, and the manufacturing trades—machine work, pattern making, foundry work.

In order to utilize the plant to its maximum capacity, Wentworth Institute offers instruction at night. The work is similar in character to that given during the day, and it is intended to reach those young men who are employed in mechanical trade or industries and find it impossible to attend any of the day courses.

The Directors of the Institute have also inaugurated part-time courses. These require the students to attend their classes at the Institute every other week, but during the alternate weeks gives them opportunity to work at some regular employment, and thus make it possible for them to earn wages while attending school.

The head of the Institute, Mr. Arthur Lyman Williston, is a native of Cambridge and a graduate of the Massachusetts Institute of Technology. His whole work hitherto has been a preparation for the large opportunity now placed in his keeping. In his twelve years' service as Director of the School of Science and Technology at Pratt Institute, he developed what is now generally recognized as the leading school for industrial training in the country. The total enrollment, for both day and evening courses, increased from 332, in 1898, to 1,200 in 1909. The number of graduates in the same period grew from 22 to 167, and the faculty, from ten in number to a corps of thirty-four full-time teachers. Mr. Williston has gathered about him a strong faculty of teachers endowed with the spirit of the purpose of the new institution.

Wentworth Institute aims to give young men instruction which will enable them to enter industrial life prepared to do and earn from the moment of graduation. The courses are for those who wish to become skilled and intelligent artisans and industrial workers, and also for those who wish to prepare themselves for more responsible positions in mechanical and manufacturing plants. The new institution is carefully avoiding duplication of any existing educational opportunities.

Charles H. Ames

Charles H. Ames, one of the most popular and widely known publishers in the educational field, died suddenly of heart disease at the City Club in Boston on Saturday, September 9. The news of his death came as a great shock to his many friends.

Mr. Ames was born in Boscawen, N. H., and was the son of Nathan Plummer Ames and Elvira Coffin Ames. He was graduated from Amherst College in 1870, and entered the book business immediately after leaving college. He was for some time associated with the firm of James R. Osgood & Co., of Boston. When the art department of that firm became the Prang Educational Company, Mr. Ames identified himself with the new concern and was an active factor in its work for fifteen years, traveling for seven years as an agent, and serving for eight years as secretary of the company. He was a pioneer in the development of art work in the public schools, and won well-deserved recognition for the ability and enthusiasm with which he advocated the claims of art in the public school curriculum.

In 1888 Mr. Ames became a partner of the late D. C. Heath, and when the corporation of D. C. Heath & Co. was formed was made a

director and the secretary of the organization.

In 1887 he married Miss Henrietta Burton Hunt. His wife and four children survive him. He was a member of the American Historical Association, the American Economic Association, the American Ornithological Union, and the American Forestry Association. He also belonged to the Delta Kappa Epsilon Fraternity, the Boston Merchants' Association, the Sierra Mountain Club of San Francisco, the Ends of the Earth Club of New York, the Twentieth Century Club, and the Puddingstone Club of Boston.

The publishing fraternity has counted among its members but few men of the broad culture and scholarly attainments which characterized Mr. Ames. His wide experience, as well as his keen powers of observation and studious habits, gave him a grasp on educational problems which commanded the respect of the leaders in educational work. His genial personality and forceful thought made him a prominent and popular member of almost innumerable educational conventions. He was a lifelong and intimate friend of the late William T. Harris, and followed with the greatest interest and enthusiasm the work of this philosophical guide during his most productive and constructive years. As a student of philosophy, the attainments of Mr. Ames were noteworthy, and his contributions to the various philosophical journals and to many of the magazines showed him to be a writer of more than usual clearness and force. He was a strong advocate of the culture studies in both school and university courses, an ardent classicist and a believer in the classics.

Mr. Ames was an extensive traveler and familiar with the educational systems of many countries. His observations on current educational problems in foreign lands were always distinguished by a breadth of view and a mastery of facts and figures which made them of great value.

He was also an enthusiastic student of the problems relating to the Far East. He had traveled much in India, China, Japan, and the Philippines. His knowledge of the East was comprehensive and his appreciation of the educational and economic problems to be worked out there was so thoro that he was frequently urged by his friends to devote more of his time to the discussion of these topics.

As a publisher Mr. Ames always stood for the highest ideals. His record as a business man is an enviable one. His advocacy of the best methods in agency work and the best standards of scholarship in the making of text-books were well known in the publishing world and were a constant and strong influence. His death is a loss which will be severely felt, not only in the large circle of his personal friends, by all of whom he was held in the most affectionate regard, but also in the general publishing and educational world where he occupied a position which was a tribute to his sterling qualities and his splendid strength of mind and character.

Memory Gems for October

(Saturdays and Sundays omitted)

OCTOBER 2

Things don't turn up in the world unless somebody turns them up.

—JAMES A. GARFIELD.

OCTOBER 3

Plow deep while sluggards sleep,
And thou shalt have corn to sell and to keep.

—BENJAMIN FRANKLIN.

OCTOBER 4

Learn a lesson from the postage stamp; its usefulness depends upon its ability to stick to one thing until it gets there.

—JOSEPH CHAMBERLAIN.

OCTOBER 5

We get back our mete as we measure;
We cannot do wrong and feel right;
Nor can we give pain and get pleasure,
For justice avenges each slight.

—ALICE CARY.

OCTOBER 6

Don't wait for your opportunity; make it.

OCTOBER 9

If you would have friends, you must first be one.

OCTOBER 10

He who would eat the kernel must crack the shell.

—PLAUTUS.

OCTOBER 11

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time.

—H. W. LONGFELLOW.

OCTOBER 12

The battle is not to the strong,
The race not always to the fleet,
And he who seeks to pluck the stars
Will lose the jewels at his feet.

—PHOEBE CARY.

OCTOBER 13

However things may seem, no evil thing is success, and no good thing is failure.

OCTOBER 16

It is not so much what you say,
As the manner in which you say it.
It is not so much the language you use
As the tones in which you convey it.

OCTOBER 17

He who waits to do a great deal of good at once, will never do any good.

—JONSON.

OCTOBER 18

Our greatest glory is not in never falling, but in rising every time we fall.

—CONFUCIUS.

OCTOBER 19

It is not what we earn, but what we save, that makes us rich. It is not what we eat, but what we digest, that makes us strong. It is not what we read, but what we remember, that makes us learned. It is not what we intend, but what we do, that makes us useful. It is not a few, faint wishes, but a lifelong struggle, that makes us valiant.

OCTOBER 20

Those who never do any more than they get pay for, never get pay for any more than they do.

OCTOBER 23

I will work in my own sphere; nor wish it other than it is. This alone is health and happiness; this alone is life.

—LONGFELLOW.

OCTOBER 24

To see what is right and not do it is want of courage.

—CONFUCIUS.

OCTOBER 25

It isn't the thing you do, dear,
It's the thing you've left undone,
That gives you a bit of a heartache
At the setting of the sun.

—MARGARET SANGSTER.

OCTOBER 26

My tongue within my lips I rein,
For who talks much must talk in vain.

—GAY.

OCTOBER 27

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.

—HORACE MANN.

OCTOBER 30

Habit is a cable; we weave a thread of it each day, and it becomes so strong we cannot break it.

—HORACE MANN.

OCTOBER 31

There is only one failure in life possible, and that is not to be true to the best one knows.

—FARRAR.

The Cheerful Confidant

The Bloom on the Job

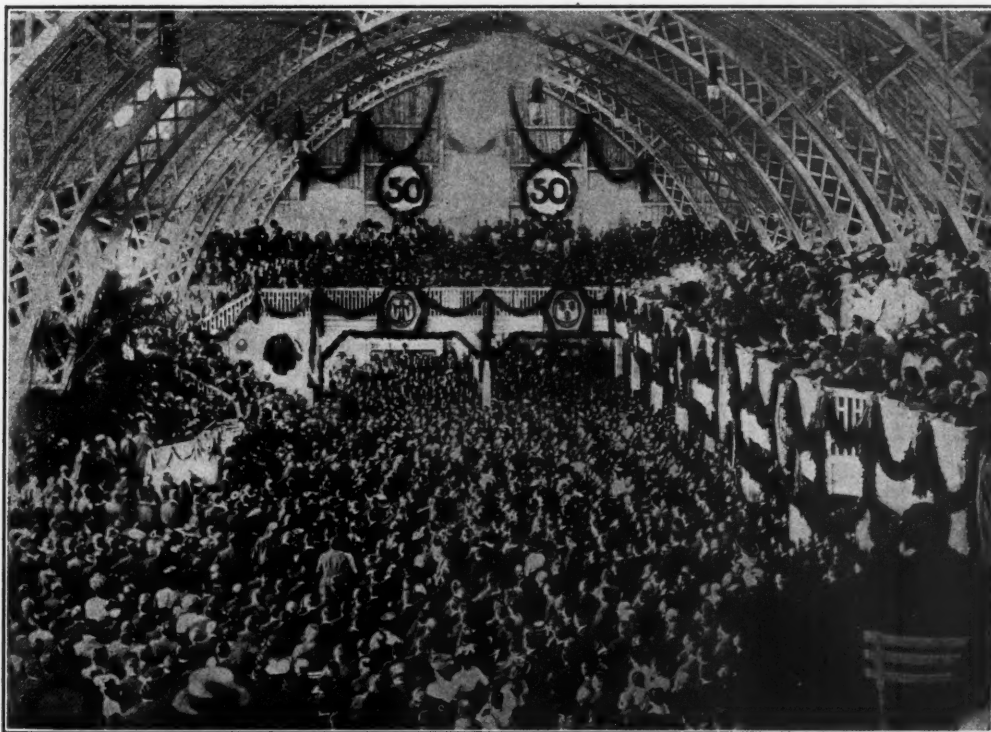
When school closes in June I make it a point to sneak out of my office and keep out of sight for an hour or so, and then, after everybody has gone, to come back and clean up my work. I do this to escape the inevitable greeting that has become a password in our business: "Good-bye. I hope you'll have a good rest." I used to work in a drug-store where the hours were longer and the work fully as hard as in school. My yearly vacation amounted to two weeks, one-twelfth of what I get now; but it wasn't the fashion for one's fellow drug-clerks to say anything about the need of rest.

I've been wondering whether we don't debilitate ourselves by over-suggestion of weariness. You hear about the "tired teacher" more than you do about the "tired tailor," and yet I never knew a tailor or a hardware seller or a doctor or a newspaper man, or any ordinary worker for his living, who didn't have a harder time, year by year, than any schoolman I ever knew. It is impossible for us to let ourselves believe it, because the bulk of our conversation with one

another is concerned with complaint of the amount of work we have to do and the weariness that results from it.

Nobody else believes it. I wonder whether it is not a sort of ostrich observation on our part. Few of us are required to be at our places of business as early as the ordinary store or office employee; scarcely any of us remain so late. Hardly any of us are required to go to school on Saturday or Sunday, and the days off for most of us amount to fully 170 a year.

This is the feature about teaching that immediately attracts the attention of outsiders. I have so often heard it mentioned with envy that I am coming to realize that the excessive free time of teachers is one of our greatest social handicaps. A man who has to work from eight to five, six days a week, fifty weeks a year, will not look upon my service as a man's job. He says I have a snap. I don't see but that I have. I don't see any reason but that of usage and tradition why I should not be required to give as many hours of fixed service and to hold school as many days in the year as the clothing man puts in behind the counter. I have lis-



A German Teachers' Meeting. Celebration of the Fiftieth Anniversary of the Bavarian Folkschool Teachers' Association, August 8-10, at Regensburg.

[Photograph by M. Laifle & Co., Regensburg.]

tened to all the talk about the tremendous drain upon the teacher's nerves, the vast amount of time spent in marking papers and preparing work, the breakdowns on account of nervous prostration and all that.

I never knew a teacher to break down in health who would not have broken down as soon in a newspaper office. I never knew a paper-marking teacher who was as valuable in the education of children as she would have been by cutting out this drudgery, and most of the nerve drain I have seen in schools has been due to self-management so false that the teacher guilty of it should not have been permitted to occupy an exemplary position at public expense.

Every once in a while, when I get into some able lawyer's office or next to the managers of some big business, I am appalled by the utter incapacity of myself and the teachers with whom I work.

The awful thing about it is our own complacency. We do not know what bunglers we are. We do not seek the opinion of abler persons than ourselves. But whenever any one intimates that we are not expert, our attitude is not that of one seeking to know the real truth but it is of blind defenders who at once explain and excuse the poor work charged to us instead of acknowledging faults and showing a tendency to better them.

It is not difficult to test the atmosphere of a school as to its positive or negative quality. I visited a high school in June that seemed to me so blue that I was curious to count the disagreeable things mentioned by the people I met. The principal complained of the superintendent, the president of the board, and of three teachers during the five minutes' conversation I had with him. The rating of the other people I met was like this:

Miss Wallace: Disagreeable remarks, 7; agreeable, 1.

Miss Stark: Disagreeable remarks, 5; agreeable, 0.

Miss Steiner: Disagreeable remarks, 9; agreeable, 2.

Miss Wohlman: Disagreeable remarks, 8; agreeable, 0.

A suitable opening song for that school would be:

"Oh, don't the day seem dark and long
When all goes right and nothing goes wrong,
And isn't your life extremely flat
With nothing whatever to grumble at?"

If I should make it my business to go about dropping a few germs of disease into this and that plate of food which others were to eat I should be thought a fiend incarnate, yet this is about what I do when I let out of my system, in the hearing of another, these whining, complaining, disagreeable things about our business.

Great Scott! Why do I stay in it if it is so disagreeable? Are there not plenty of people who would step into my shoes to-morrow and be glad of the job? The truth is my job is not hard. It has more of interest, possibilities and measurable success in it day by day than any other business I know. The profession is all right: it's the professors who are marring it by lack of intelligence and by a habit of moral laziness, or rather immoral, which results in their accepting a position and then debasing it by unmanly attitude toward the work of it. They are like a miserable minister we had once in our home town, whose favorite hymn was: "Oh, it is hard to work for God." For him, it was. It was so hard that his whole ministry was a wail of woe. The church fell off until only the elderly folks of the town went near it. Then we had a ruddy-faced old man sent to us, who had window boxes of flowering plants put in the church; who stood at the front door as the congregation came in and greeted us with a handshake and a smile. He worked ten times as much as his long-faced predecessor, and thrived at it. Why? Because he knew that work is a matter of nerves and nerves are a matter of will.

I know that, too. I have learned it by a total of forty years of work in a drug house and in a school house. The one thing I can do and you can do is to set the pattern of the kind of nerves you or I shall have on which my work or yours depends. I and no one else am the master of what I shall say.

If you meet me on a rainy morning I'll ask you to admire the excellent wetness of the drops; if it is hot, I'll remind you of the salutary value of sweat. If they are saying spiteful things of you or me, I'll show that this is on account of our value; for no one throws clubs at barren trees. For I'm going to get the most out of those days that are left of my life, and I know by having tried many things which ones are the profit-makers. I can't achieve distinction as a composer. Mendelssohn and Wagner won't let me. I can't shine as a literary man, Shakespeare and Maeterlinck have taken my place. In scholarship, even, there are a number of gentlemen in our own little town who are too far ahead of me for my catching up. But right before my nose, already waiting for me, is my job all cut out, which nobody else can do and which is the most fascinating and delightful proposition you can think of. Simply this: to radiate positive and encouraging emanations, making the best of every circumstance, cheering up the blue, inspiring the effort-makers, approving the worthy and persuading the lazy and indifferent. That's a grand privilege. I think I am the luckiest of men to have such a job. Do you think I would rub the bloom off it by claiming it is too hard? I'm not such a fool.

THE CHEERFUL CONFIDANT.



Harvesting Coffee on a San Paolo Plantation, Brazil

October

The reds and the bronzes, the purple and gold,
And the skies serene and sober,
And sunshine drifting, drifting a dazzling fold on fold!
All this glory and sparkle, we need not be told,
Means October, just October.

Let's drink our fill of colors, let's breathe our fill of
lights,

For alas! we must remember
We cannot keep forever such oriental sights,
There are browns and grays before us, there are rigid
blacks and whites,
November and December.

—GRACE ADA BROWN.



A Mass-meeting of Dock Laborers and Teamsters Listening to an Address by a Leader
in the Recent Great Strike in London

October Red Letter Days

OCTOBER 1

1684—Pierre Corneille, French dramatist, born at Paris.

OCTOBER 2

1839—Hans Thorne, German artist, born at Bernau, in the Black Forest.

OCTOBER 3

1722—Tischlein, the elder, German painter, born in Hesse.

1800—George Bancroft, the American historian, born at Worcester, Mass.

1817—Johannes Sherr, historian and novelist, born in Suabia.

1831—Harriet Hosmer, American sculptor, born at Watertown, Mass.

1859—Eleanora Duse, Italian actress, born in Vigeraro.

OCTOBER 4

1472—Lucas Cranach (really Lucas Muel-ler), German artist, born in Kronach.

1819—Francesco Crispi, Italian statesman, born in Sicily.

1830—Belgium declared its independence.

1910—Birth of the republic of Portugal.

OCTOBER 5

1703—Jonathan Edwards, American theologian and philosopher, born at East Windsor, Conn.

1713—Denis Diderot, French encyclopedist, born.

1829—L. Knaus, German artist, born in Weisbaden.

OCTOBER 6

1821—Henry Linde, song artist, born in Stockholm, Sweden.

OCTOBER 7

1794—Wilhelm Mueller, German poet, born in Dessau.

OCTOBER 8

1754—Henry Fielding, English novelist, born in Lisbon, Portugal.

1833—Edmund Clarence Stedman, American poet, born at Hartford, Conn.

OCTOBER 9

1813—Giuseppe Verdi, Italian composer of operas, born in Roncole, near Parma.

1833—Camille Sant-Saens, French composer, born in Paris.

OCTOBER 10

1547—Miguel de Cervantes Saavedra (Cer-

vantes), Spanish poet, author of "Don Quixote," born in Alcala de Henares.

1684—Antoine Watteau, French painter, born in Valenciennes.

1738—Benjamin West, American artist, born at Springfield, Pa.

1802—Hugh Miller, Scotch geologist and writer, born at Cromarty.

1861—Fridtjof Nansen, Norwegian polar explorer, born near Christiania.

OCTOBER 12

1492—Columbus lands on the island Guanahani, at present Watling Isle, in the West Indies.

1798—Dom Pedro I d'Alcantara, first emperor of Brazil, born in Lisbon, as the son of King John II of Portugal.

1844—George Washington Cable, born at New Orleans.

1910—The Swiss republic first recognized the new republic of Portugal.

OCTOBER 13

1821—Rudolph Virchow, German chemist and anthropologist, born in Pomerania.

OCTOBER 14

1066—Battle of Hastings, victory of William the Conqueror over King Harold.

1644—William Penn, philanthropist and Quaker leader, born in London. (Pennsylvania was named for him.)

OCTOBER 15

1805—Wilhelm von Kaulbach, German painter, born in Arolsen.

1844—F. W. Nietzsche, German philosopher, born near Luetzen.

OCTOBER 16

1726—Daniel Chodowiecki, caricaturist and etcher, born in Dantzig.

1758—Noah Webster, philologist and maker of Webster's dictionary.

OCTOBER 17

1777—General Burgoyne's surrender, at Saratoga.

1815—Emanuel Geibel, German poet, born in Luebeck.

OCTOBER 18

1571—Wolfgang Ratichius (Ratke), German educational reformer, born in Holstein.

1757—Réaumur (Revé Antoine Ferchault de R.), French physicist, born in Bermondière.

1831—Helen Hunt Jackson, American poet, born at Amherst, Mass.

OCTOBER 19

1693—Founding of the University of Halle, Germany.

1781—Surrender of Cornwallis, at Yorktown.

OCTOBER 20

1632—Christopher Wren, English architect, born in Wiltshire.

1772—Samuel Taylor Coleridge, English poet, born in Devonshire.

1784—Henry John Temple, Viscount Palmerston, British statesman, born in Hampshire.

1823—Thomas Hughes, English author, born in Newbury (Tom Brown's School Days).

OCTOBER 21

1790—Lamartine (Alphonse Maria Louis de L.), French poet, born near Macon.

1805—Victory of Trafalgar, Strait of Gibraltar (English fleet under Admiral Nelson defeated the Spanish fleet).

1833—Alfred Noble, Swedish chemist (Noble prize-giver), born in Stockholm.

1846—Edmondo de Amicis, Italian novelist, born in Leghorn (Leghorn).

OCTOBER 22

1811—Franz Liszt, pianist and composer, born in Germany.

OCTOBER 23

1801—G. A. Lortzing, German composer of operas, born in Berlin.

1842—Wilhelm Genselius, German orientalist, born in Halle.

OCTOBER 24

1648—Westphalian peace ended the thirty-year war.

1784—Moses Montefiore, English philanthropist, born in London.

OCTOBER 25

1340 (about)—Geoffrey Chaucer, English poet, born in London.

1800—Thomas Babington Macaulay, English historian, born at Rothley Temple, Leicester.

1825—Johann Strauss, composer, "the waltz king," born in Vienna.

1838—Georges Bizet, French composer of operas ("Carmen"), born in Paris.

OCTOBER 26

1800—Count von Moltke, German general and statesman, born in Mecklenburg-Schwerin.

OCTOBER 27

1728—James Cook, English seafarer (Cook's Voyages), born in Martin, Yorkshire.

1782—Niccolo Paganini, violin virtuoso, born in Genoa.

1858—Theodore Roosevelt, born.

OCTOBER 28

Desiderius Erasmus, humanist, born in Rotterdam.

OCTOBER 29

1477—Tiziano Vecellio (Titian), Italian painter, born in Pieve di Cadore.

1656—Edmund Halley, mathematician and astronomer, born at Haggerston, near London.

1783—Jean Lerond D'Alembert, philosopher and mathematician, born in Paris.

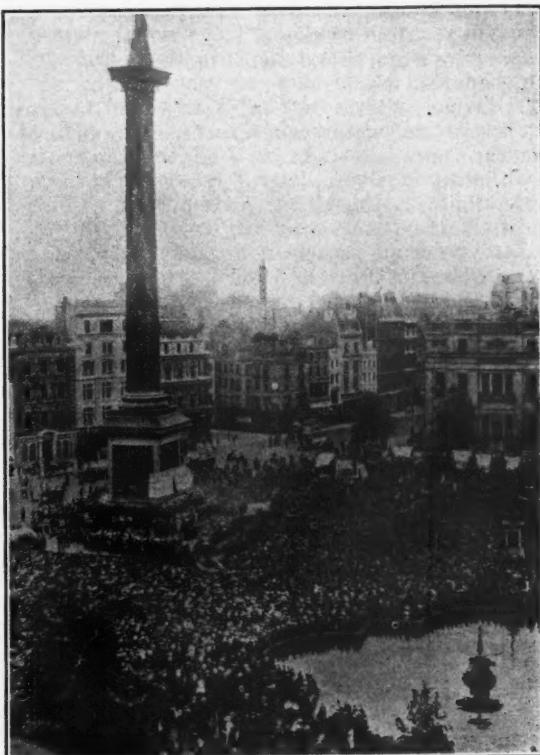
1790—Adolf Diesterweg, German educational reformer, born in Siegen.

OCTOBER 29

1795—John Keats, English poet, born in London.

OCTOBER 30

1825—Adelaide Anne Proctor, English poetess, born in London.



Trafalgar Square, London, with the Monument Commemorating the Victory of Nelson [Oct. 21, 1805]

The photograph here reproduced was taken recently and shows a gathering of 150,000 workmen listening to an address by one of their leaders, during the great strike of the dock laborers and teamsters.

Study Outlines of South America

By EMILIE O. JACOBS, Supervising Principal, Philadelphia.

II. The Amazon River Valley

Carpenter; 299, 305, 312, 320. King; 181.

Tarr & McMurray; 112, 113, 114. Dodge; 205.

Morris; "Industrial and Commercial Geography."

Geographical Data:

Amazon and tributaries; Great Central Plain; Climate; India rubber; Palms, mahogany, dyewoods, logwood, rosewood; Para; Andes; Selvas; Tapir, monkeys, boa, sloth, birds, insects; inhabitants; Cape St. Roque; Great Central Plain.

LESSON I.

The Amazon River

1. Size.
 - a. Greatest river system in the world.
 - b. Longest river in the world.
 - c. Great width and depth, volume of water.
 - d. Over 100 branches.
 2. Valley.
 - a. Long, gentle slope, 1 in. to mile.
 - b. Frequent floods. Changes caused thereby.
 - c. Part of Great Central Plain.
- On a map draw river, tributaries, show Selvas and Andes.

LESSON II.

From Rio Janeiro to Para.

1. Cape St. Roque.
2. Harbor of Para.
 - a. Color of water, and how far distinguished out at sea.
 - b. Fog.
 - c. Palms.
 - d. Houses.
 - e. Vessels.
3. Exports of Para.
 - a. Rubber.
 - b. Coffee.
 - c. Fruits.
 - d. Brazil nuts.



Government Coffee Storehouse of the State of San Paulo, Brazil

4. City.

- a. Tall houses, narrow streets, stores (surface drainage generally).
- b. Trolley cars (service far superior to most cities in America).
- c. People and races.

LESSON III.

A Trip Up the Amazon

1. Climate.
 - a. Heat.
 - b. Moisture and rain; rust and mould.
2. River.
 - a. Color.
 - b. Islands.
 - c. Dugouts and vessels.
 - d. Tributaries, Madeira River and Rio Negro.
3. Forests or Selvas.
 - a. Density.
 - b. Vegetation, foliage, bark, blossoms, creepers, and undergrowth.
 - c. Trees,—rubber, cocoa, fig, logwood, Brazil nut, bamboo, palm, mahogany, rosewood, dyewoods.
4. Animals.

Tapir, boa, monkeys, puma, sloth, birds, insects.

LESSON IV.

Comparison between Amazon and Mississippi Valleys:

<i>Amazon Valley.</i>	<i>Mississippi Valley.</i>
Very large.	Very large.
River longer, larger, deeper.	
River rises in mountains.	River rises in high land.
Largest river in South America.	Largest river in North America.
Many branches.	Many branches.
Extends east.	Extends south.
Few commercial cities.	Many commercial cities.
Dense forests.	Cities and farm lands.
Wild animals.	Domestic animals.
Intense heat thruout.	Temperate climate, varying W. to S.
Very swampy in rainy season.	Not swampy.
Few people.	Dense population.
Ignorant.	Highly civilized.
Rubber "plantations."	Wheat, cotton, plantations, etc.
Mostly Indians.	Mostly whites.
No factories.	Many factories.
Tropical vegetation.	Temperate zone trees.

The above comparison to be developed from pupils, their own expressions used.

Trade Routes and Commerce

The Overland Mail and the Oregon Trail

By JACQUES W. REDWAY, F.R.G.S.

In spite of the enormous growth of railways, the old-fashioned "prairie schooner" and the old-fashioned stage-coach still survive; so also does the turnpike, not only in name but in fact. The prairie schooner, or Conestoga wagon, was the forerunner of the magnificent freight service on the American railways of to-day; the stage-coach was a miniature Empire State Express. Moreover, both may be found in most of the States west of the Mississippi, and the stage-coach is a factor of passenger transit in nearly every State of the Union to-day.

The old thorobrace coach is a thing of the past, however, and a great coach it was. The chassis, or running part, was made to stand—hubs, spokes, and felloes—of selected "States" oak at fifty cents a pound; framework and reach of the best hickory, all heavily braced and bolted. Set near the ends of the frame were four sectors of heavy iron on uprights, and over these sectors were fastened the thorobraces. These, next to the running gear, were the most important part of the coach. They consisted of eight or ten straps of the stoutest belt-leather, one atop of the other, stretched over the sectors and securely fastened. The box of the coach, built light but strong, rested on the thorobraces and was clamped to them. The thorobraces were a substitute for springs, for no steel springs that possessed elasticity were strong enough for the overland stage.

A full complement for a coach of the Overland Mail consisted of ten passengers, a conductor, a driver, and about fifteen hundred pounds of mail. Twenty-five hundred pounds was considered a light load, and oftener the dead weight was three thousand pounds and over. There were three seats and each was intended for three passengers. In the larger coaches the seats were comfortable. In the "mudwagons" and "sandboxes," as many of the coaches were called, the case was different; six knees of the passengers in the back seat braced up against three spinal columns in the middle seat; and twelve legs belonging to the passengers of the middle and front seats constituted such a solid mortise and tenon joint that, whenever the coach lurched nine bodies moved as one. The passenger on the box with the conductor and driver was always the aristocrat of the trip. No commonplace mortal ever held that exalted position, and no paltry five or ten dollar tip was sufficient to win it. The outside passenger was always a man having a pull with the superintendent or the driver.

In its time the Overland Mail was the longest stage route in existence, and its successors, the transcontinental railways, have not been more

famous. St. Louis was the nominal eastern terminal, but the coaches themselves started from St. Jo. One hundred and fifty dollars was the fare to Sacramento, about twenty-two hundred miles distant—not much more than the sum paid for a first-class ticket over the Union Pacific from Chicago to San Francisco, when the first transcontinental road was opened.

The organization of the line was pretty fair as business organizations go. Each stretch of two hundred and fifty miles constituted a division, and a division superintendent regulated things in a manner most decidedly autocratic. He purchased horses, mules, and provisions for the twenty-five stations on his beat. He likewise employed and discharged hostlers, drivers, blacksmiths, and all other help on his division. His supervision was very practical. He found it necessary very frequently to emphasize his advice to his help with a stay-bolt or the butt of his revolver. If the butt failed of response, a cartridge charge thru the muzzle conveyed a more pointed and emphatic hint. A division superintendent with any other reputation than that of a fearless gun man would have been an infant in the hands of the cattle under him.

One of the division superintendents was famous all over the West as a "bad man." Slade was his name and, prior to his employment, the raiding of the Overland Mail's stage stations had been his favorite amusement. He and his gang would ride to a station so quietly as to give no alarm. Then a quick fusillade announced the fact that they were there for business. One of the gang would cut out the horses or mules while the others kept the employees at "hands up." Then Slade exercised his fine art. He would shoot the ear off one man, perforate the hat of another, and cause a third to execute a vigorous quick step by peppering away at his feet.

At the station which has since become the town of Julesburg, a division agent named Jules had held sway in a most despotic manner for several years. As a boss, Jules was certainly a full hand. In the course of time, however, it became a matter of gossip that Jules's private interests were thriving at the expense of the company. At all events, the company was convinced that a change in administration would be advantageous; and so Jules was dismissed. To make his undoing bitterer, Slade was appointed in his place.

Slade made it a point to employ a gun man whom Jules had dismissed; then he seized a bunch of horses which he suspected Jules had run off the company's pasture. One day Jules lay in wait for Slade and opened fire on him

unawares. As the first shot tore a hole thru his arm, Slade turned and the battle was on. Both were riddled and fell unconscious in a few seconds. Each was carried off and, to the wonder of all, recovered. Jules had had enough; he recognized the fact that the world was too small for him and Slade; so, as soon as he had regained enough strength, he packed his belongings and fled. For a year he was not heard of; then a couple of Slade's trusty gun men found him and brought him back. He was tied to a post in the corral overnight, and Slade used him as an experimental target next morning, nipping him here and there until it ceased to be an amusement; then a bullet thru the head finished forever the career of Jules.

Slade performed his work for the company so well at Julesburg that he was transferred to Rocky Ridge, a station that had long been at the mercy of a gang of cutthroats and gun men. While there he killed about a dozen of the worst of the gang; the rest of them decided to get so far away that Slade's revolver could not reach them. After the Union Pacific Railway was completed and the Overland abandoned, Slade went to Virginia, Montana. He tried shooting up the town once or twice; then the vigilantes got busy and he became the centerpiece of a necktie party. Except for his occasional escapades, Slade was a kind-hearted, mild-mannered man, noted for integrity in business matters.

The road from the summit of the Sierras to Placerville, California, was one of the wonders of natural scenery. At the summit station the mud wagon was exchanged for a fine coach and the best stage horses that could be found. This part of the trip, and Hank Monk, a popular driver, were made famous by a story published in Richardson's "Beyond the Mississippi." Of this story Hank Monk was the hero and Horace Greeley the near-hero. The story itself related the manner in which Monk got Greeley to Placerville "on time." Few stories have had a wider circulation than this; but Hank Monk assured the writer of this chapter that the story was a fabrication. Greeley was a passenger and sat on the seat with Monk; the rest of the story was made out of whole cloth.

Ben Holliday, the proprietor of the line, was its brains and executive officer. Holliday was a wonderful man, and the Overland Mail was a wonderful line. It required a genius to manage such an enterprise, but the manager was equal to the task. In the magnitude and extent of its operation it was without an equal. Holliday's name was a household word all over the West as a square man who could do things in spite of all opposition.

Mark Twain, always a kicker in his younger days, used to lampoon Holliday very pleasantly, and a strong friendship grew up between them. In one of his stories an elderly pilgrim, in the midst of the Holy Land, turns upon a youth whose religious education might have been a bit broader.

"Jack, do you see that range of mountains yonder?—the Mountains of Moab. Jack—the actual Mountains of Moab! Think of it, Jack! at this very moment our eyes may be resting on the grave of Moses."

"Moses Who?"

"Moses Who! Jack, you ought to be ashamed of yourself. Why, Moses, the great leader of Israel. Jack, across this frightful desert, three hundred miles broad, that wonderful man guided the Children of Israel for forty years, and finally landed them in sight of this very spot."

"Forty years! Only three hundred miles! Why, Ben Holliday would have fetched them thru in thirty-six hours!"

After the completion of the Union and Central Pacific Railway, and the Overland Mail had been abandoned, Holliday began to build the Oregon and California Railroad, from Portland south. It was designed to meet a branch of the Central Pacific built from its main line north. Holliday built his part of the road as far south as Roseburg, Oregon, but he did not live to see it completed.

Another famous line connected Portland, Oregon, with Sacramento. This line lay along the Willamette Valley, across several spurs of the Cascade Mountains to the Sacramento Valley. Salem, Eugene, Yreka, Shasta, Red Bluff and several other important places were on the line. Ordinarily, the trip was about seven days, and two months, May and June, the ride was by no means unpleasant. In mid-summer the road, never the best, was deep with dust; during the rainy season it was almost impassable with adobe mud. Occasionally, in winter, the passengers would be hustled out of a fairly comfortable coach into an uncovered spring wagon to be dragged at the rate of about a mile an hour thru plowed fields or along lumber roads, because of the impassable condition of the stage road.

When the line was new it was the custom to order all hands out when traversing very muddy roads or climbing hills; and the passengers would meekly obey the orders of the lordly driver. Jones—that wasn't his name—changed all that, however. Jones was a thru passenger; he was likewise an Englishman; and he had not been overwhelmed with the importance of the driver, whose attempt at familiarity he had promptly resented the first day out. There was no trouble until the climb over the Calapooia Mountains began. Then the driver ordered all passengers out—it was about two in the morning—and all hands, including the writer, but excluding Jones, meekly obeyed. The driver swore at Jones without effect; then he threatened to remove him *vi et armis*; but, finding himself looking into the muzzle of Jones's revolver, decided to postpone action. At the next station Jones allowed himself to be forcibly removed from the coach, and a lay-over passenger took his place. Jones demurred mildly and called for a special conveyance, all

of which caused the hostlers to double themselves with laughter and the agent to do a bit of thinking. Jones then discovered that his forcible removal from the coach had injured him, so that the services of a physician were necessary. A physician came from Eugene; likewise a lawyer. Then the company began to take notice; they also took the advice of their attorney not to appeal from the verdict at the trial. Jones netted about eight thousand dollars by setting a good example.

The stage road across Siskiyou Mountains was crooked and devious. After entering California, it again crossed the State boundary line and for a short distance lay in Oregon. Once upon a time a gun man named Harris held up the stage and relieved it of the Wells-Fargo box. Harris was run down by Detective Hume, and taken to Portland. He waived extradition and agreed to go to California; as he was taken aboard the San Francisco steamship, however, he suddenly put up a stubborn resistance, which was overcome by the assistance of several deck hands. At his trial in California the Court appointed a young attorney, Paschal Coggins, now a leading lawyer in Philadelphia, to defend Harris. The judge and the district attorney got the surprise of their lives when Coggins proceeded to prove that the hold-up occurred, not in California, but on the "outside curve" in

Oregon. Of course Harris was set free on a question of jurisdiction. Then Hume applied for extradition papers to enable him to take Harris back to Oregon. But they got a second surprise when Coggins pleaded that Harris had been forcibly abducted from Oregon without extradition papers, and could not lawfully be sent back there. Harris did not know how to let well enough alone. He went back to Oregon, held up another stage, and got a long sentence in the Salem penitentiary.

The railway, with the stuffy Pullman coach, has threaded nearly every trade route of California and Oregon. Doubtless they are a more comfortable method of traveling than the old mud wagons that traversed the coast valleys, but the romance of the frontier is forever gone. Living on the coast to-day is as safe and prosy as living in a Connecticut farm village, but the reminiscences of the border life along the old stage road have a flavor that, to the old coasters, will linger as long as their lives.

The seventy-eighth volume of THE SCHOOL JOURNAL comes to a close with the present number. The new volume begins in November. Those who desire to bind their numbers from September, 1910, to October, 1911, will appreciate the index to be found on pages 527 and 528. These will be the last pages of the bound volume.



Promenade Deck, S.S. "Moltke," of the Hamburg-American Line

Exercises in School Gardening

Growing Crocuses

By CLARENCE M. WEED

Crocuses have the great advantage for school gardening purposes that they are inexpensive, hardy, easy to grow and attractive in form and coloring. The bulbs may be bought in quantities for less than a cent apiece and may be planted thru a long period during the weeks of autumn and early winter, both out of doors and in the schoolhouse.

In buying the bulbs get a good quality of mixed varieties but beware of buying the cheapest qualities. There is danger that these may be decidedly inferior and may possibly have been kept over from the previous season, when they are likely to be worse than useless. It may be worth while to order a few dozen of the named varieties, as there is always a decided advantage in growing named varieties of any plants. If school funds are not available for this purpose there will be no difficulty in most schools in getting each of the pupils to buy thru the teacher one or more of the bulbs, when they cost only a cent apiece or less; and there will thus be, of course, the additional advantage of individual ownership.

Having the bulbs on hand, cut one or more of them in two in the middle and let the children see its structure. Ask them if it is like the bulb of the onion or the hyacinth and let them compare it with a similar vertical section

of one of these bulbs. They will at once see that the crocus is homogeneous in its structure, while the onion and the hyacinth are made up of layers. Tell them that a bulb having a structure like that of the crocus is called a corm. If you can get corms of the Jack-in-the-pulpit or the gladiolus you can show them that these bulbs are similar in structure to that of the crocus.

Having thus purchased the bulbs and studied their structure you are ready for the planting. For this purpose three-inch paper flower-pots will serve admirably. You should be able to get these from a local florist for less than half a cent apiece, or you can order them from the catalogs of any of the great seed houses. Place over the hole in the bottom of the pot a bit of broken stone or something similar and fill the pot with good loamy garden soil. Insert the bulb in the soil about half an inch below the surface. Water thoroly and set away in an unheated basement or closet where the soil will not freeze, and keep the soil moist by watering two or three times a week as the evaporation may necessitate. At the end of eight or nine weeks a good root development should have taken place and the plants may be brought to the warmth and light of the schoolroom. If the school is not heated at night and over Saturday and Sunday, it will probably be better to let the pupils take the plants home with them where each can watch them develop and care for them. The spear-like leaves will be sent up rapidly and later the beautiful blossoms will appear.

It will be well for the teacher to grow a few extra flowers, especially in any but the lowest grades, in order that the structure of the blossoms may be studied when the flowers appear. This structure is really very simple, as may be seen from the accompanying drawing of a cross section of it. The long tube encloses the pistil, which has at the bottom the ovary containing the tiny ovules, above which rises the long and slender style with the greatly enlarged and divided stigma at the top. The tube seems to expand into the sepals and petals, on the inside of which, at the base, rise the stamens with their comparatively short filaments and comparatively long anthers.

Unlike daffodils and many other flowering bulbs, the crocuses are likely to be troubled with plant lice or aphides. These often appear upon the leaves as soon as they start and develop in great numbers if undisturbed. Constant watch for them should be kept and the leaves should be washed with a small sponge saturated with rather warm and strong soapsuds. It is a



simple matter to keep the pests in check by this process. Sometimes the crocuses send up very long and spindling leaves having a diseased appearance, and when this occurs they will seldom blossom satisfactorily. This seems to be an affection in some of the bulbs, and apparently the best way of preventing it is to be sure to get a good quality of bulbs.

After the flowers have blossomed the pupils should be encouraged to keep the plants growing in order that they may get new corms to develop. These will form on top of the old ones in a most interesting fashion and will furnish bulbs which may be planted out of doors

in the spring with the hope of establishing the plants in an outdoor garden.

The wise teacher will, of course, utilize the experiences of the pupils in thus growing these beautiful flowers, for language and drawing exercises.

The crocus plants as they are coming into blossom may readily be transferred from the paper flower-pots to small flower-jars of almost any description. The small Japanese jardinieres are particularly desirable for this purpose, or flower-jars may very easily be made by the pupils themselves out of modeling clay painted inside and out with enamel paint.

Latest Census News

There were, at the time of the latest report, 299,293 Indians in the United States.

The Director of the Census has announced that the center of population of the United States is in the western part of the city of Bloomington, Monroe Co., Indiana.

According to the census taken on February 1, 1911, the population of Denmark proper amounted to 2,756,873, distributed as follows: Copenhagen and Frederiksberg, 559,502; provincial towns, 549,531; rural dis-

tricts, 1,647,840. The per capita debt in this country amounts to only \$25.83, as compared with \$34.84 forty years ago.

Great Britain produced a large amount of new shipping in 1910. It is stated that 1,164 vessels of about 1,317,400 tons gross have been launched, as against 1,102 vessels of 1,159,000 tons in 1909, the British output in tonnage for 1910 being about 56 per cent of the world's output of new ships. The German output has been 310 ships, and not quite 218,000 tons.



King Haakon VII and Crown-Prince Olaf of Norway

Helps in the Production of Plays

By GUSTAV BLUM and E. FERN HAGUE

Stage Direction

So little is known generally about stage direction even by those to whom dramatization and direction are daily routine, that a few observations and suggestions may prove helpful. Teachers and club directors particularly are interested. They are especially fortunate to be entrusted with the direction of a play. What is the material they are working with? What is a play?

A play is a representation of life or some particular form of it. A representation is a picture and life implies motion. In a sense, therefore, a play is a motion picture requiring voice and action for its interpretation. Play direction is both a science and an art. It presupposes a knowledge of its principles and breadth and knowledge on the part of the producer. The principles of stage management evolve naturally. They are the result of judgment or common-sense.

The degree of our imagination and originality will determine our success. Very often we find directors otherwise properly enthusiastic possessing histrionic and executive ability, fail when a well-rounded, smooth, vivid performance is desired. Why? It is due invariably in such cases to ignorance of the fundamental principles of stage management, even tho perfection in amateur productions is not the aim but rather satisfaction and pleasure. Will not this pleasure and satisfaction be proportionate to the degree of perfection.

Let us deduce these principles of stage directions. The work of the director is analogous to that of the artist. The latter, when he sketches landscape, if not actually, somewhat unconsciously, sights his picture. If the space to be filled is oval, his sighter is oval, if rectangular, a rectangle, and so on, dependent upon the form desired.

The picture space of the artist stage director is rectangular. His frame is the proscenium arch. The artist, after he has decided upon the section of landscape he wishes to reproduce, sets about his work, guided instinctively or consciously by certain artistic principles, such as unity, coherence, emphasis, balance, harmony, continuity, etc. He is careful to eliminate from his picture or to subdue all matter foreign to his main impression. The same is true of the director. His picture, the play, has a main point, the climax which he emphasizes. What is more important he makes more conspicuous than others. This is accomplished by isolation, position or change of movement.

The introductory action, tho it must necessarily be clear and intelligible, should not receive the same stress demanded by the climax. If the whole is painted one tone the finer points

will be missed and the main impression lost.

The significance of the story, however simple, may be lost because of lack of proper emphasis. This does not mean, however, that the introduction and conclusion should be slighted. A perfect picture demands truth even of detail. If we have preserved the unity, coherence and emphasis of the action, we are then prepared to give our attention to the next very important principle, and the cause in most cases of poor stage management, namely, balance.

Balance implies that all parts be so distributed that they fill the space in a manner pleasant to the eye. It demands that the characters will so disport themselves that at no time is the picture space poorly filled. A character would not, for instance, unless with evident purpose, stand directly in front of another. Nor should the players be chaotically huddled together, even in a mob scene. The action sometimes demands that at a particular time certain characters be permitted the center of the stage. They should be given conspicuous positions. They should be so manipulated and so dispose themselves that at all times a clear, pleasant picture is the result. Common-sense and artistic skill will produce a pleasant effect.

Another important principle, and one that has a direct bearing upon balance, is movement. There are three different phases of movement. The movement of the action of the play, which really takes place in the minds of the spectators, the movement of the play—its progress—as a whole and the movement of the characters themselves. We shall speak of the last form. It is dependent upon several conditions.

In real life, we observe people move freely and voluntarily, actuated by some thought or impulse. The same is true of play representation. Unless the situation demands it, the characters should not be obliged to remain fixed for too long a time.

Generally speaking, a character should not talk while in action *if the point that is being expressed is an important one*. It may be lost. But this does not mean that the characters may not move about freely and naturally or converse if the dialogue suggests. Let us emphasize here and make applicable to all stage deportment this principle, *never sacrifice a natural act to the tyranny of a fixed rule*.

Spontaneity, enthusiasm, life should be our aim. We should be guided by the rule but not be slaves to rigid and inflexible standards.

This is especially true of dramatic portrayal. The characters and the situations, when both are brought into relation, produce the action of the play and its particular movement. A caricature of a character, for instance, in absurd and exaggerated situations will create farce.

Farce requires speed. Tragedy, on the other hand, demands a dignified, weighty movement. This is the movement of the play as a whole; its place is an important factor. It has very often been known to be the ruin of an otherwise good production. It must be carefully thought out. Irrespective of the movement of the play as a whole, certain parts will require a change of pace. The discovery of treason in Benedict Arnold, for instance, by its very nature calls for rapid action. Otherwise the intent of the entire scene is lost. But whatever the general movement, the climax will require a different pace from that of the introduction and conclusion. Proper emphasis and consistent movement will effect the desired continuity.

We must, then, to sum up briefly, keep our characters lifelike either in motion or at rest. We must bring them into the proper relations in well balanced situations and regulate the movement according to the theme.

There are practical stage expressions and terms which by experience have been found to be helpful and convenient. This use of stage vocabulary, somewhat strange and troublesome at first, will soon prove a valuable aid and expedient both to director and player. The following expressions may be simply illustrated by diagram. The player takes the position facing the audience.

- R. or Right means right of stage.
- C. or Center means center of the stage.
- L. or Left means left of stage.
- R. C. means right of center.
- L. C. means left of center.

If a line be drawn thru the center of the stage parallel to the footlights, the portion nearer the footlights is called Down stage, and the portion farther away is Up stage. Hence such expressions as Up Right and Down Right.

L. U. E. means Left Upper Entrance.

R. U. E. means Right Upper Entrance.

The expression, "James crosses L.," in a manuscript, is frequently found. It is sometimes marked X, and indicates that one character is to cross in front of or behind another for the purpose of changing positions. Crossings may be made in a line parallel to the audience, in a line receding from them obliquely, as the situation may require. The relation of one character to another and their social standing or rank will determine which shall cross nearer the audience. Female characters will be shown every courtesy. The expression, "ad lib.," indicates that the player is given the freedom of interpretation at some point. The term "bus." is an abbreviation of the word business, and means some definite action is assigned a player at a particular point, as "takes his seat" or "reads a book" or "removes his hat and coat," etc. Business is not the same as by-play. The difference should be clearly noted. Two players may perform the same business, playing the same part, but may substitute entirely different by-play. The business, if not prescribed, is

suggested and is absolutely essential to a full understanding of the story. By-play, on the other hand, is incidental.

It is a particular gesture, facial expression or the like with which a player enlightens a certain phrase. It is an aid in interpretation and is proportionately an exponent of the degree of a player's imagination and originality. The removal of one's coat would be "business." An expression of disgust or glee would be "by-play." Business should be improved upon or changed to meet the requirements of the situation. It frequently proves the hit of the production.

Very often in the direction of a play, the question arises concerning some minor matter of deportment. Shall a page, upon presenting a petition, bend his right or left knee? Shall a mob shout anything that suggests itself at the time, or shall it be given definite phrases? Shall this or that character leave the stage last? etc., etc. Here, as elsewhere, common-sense must be our guide. A vivid picture is what we are striving for.

The question of rehearsals is an important one. They should be held on the stage or platform on which the actual performance is to be given. If this is not convenient, the dimensions of the stage should be proportionately marked off on the floor space. Exits, entrances and properties should be indicated by chairs, tables, etc. Very often a mistake is made by placing a table directly Center. This gives a mechanical appearance to the stage.

A stage or platform should be set in harmony with the character of the exercises and the physical surroundings. Plays produced in school assemblies should be as unostentatious as possible. The suggestions should be brief but vivid. We advise in this connection printed placards to announce scenes. These placards may be placed upon improvised easels by small boys who act as pages. Advantage should be taken, wherever possible, to introduce drills learned in the classroom. In military plays wands may be used instead of guns. But extensive use of makeups and costumes on any but a real stage or large platform is not advised.

When schools utilize the floor space in front of a piano, the main aisle will serve as an entrance. But the use of this main aisle demands judgment. It calls for the judicious exercise of the principle of balance. Too often we see a class huddled together with little regard for the spectators.

Properties are usually spoken of as "props." "Props" are of two kinds, "hand props" and "stationary props." Hand props are those carried about the person of the actor as, handkerchief, bag, book, letter, purse, etc. Stationary props are furniture, such as tables, chairs, etc. A list of all props should be kept and checked off before the rise of the curtain. This list is called the property plot.

Similar to the property plot are the music and light plots. They are invaluable. Music, when judiciously used, either incidental or *entr'acte*, is a great aid.

If the performance is an elaborate one and scenery is used, the discriminate use of lights must be considered. In one school auditorium a stereopticon with a green shade was used with the effect of a spot light. It proved most successful. Here the light plot was arranged similar to the music plot.

We will say a final word about rehearsals. Each part given to children above the second year in school may be written out separately. The others may be learned by rote. The last words of the previous speaker are written above each speech. This is the "Cue." It is the signal to speak. The business of each player is usually underlined in red ink.

First, a reading rehearsal, either by the di-

rector or by the characters, is called. The characters, their social standing, habits, type, etc., are explained and discussed. After the reading rehearsal, business rehearsals are called. If the performance is an elaborate one, a final rehearsal with costumes, lights, and music follows.

These suggestions are by no means meant to be comprehensive or didactic. They are given with the hope that they will serve as a stimulus for further thought on this very fascinating subject. In all, spontaneity, self-activity and a certain freedom have always been emphasized. These are the secrets of success. But a love and interest for the work will produce a natural enthusiasm, both in player and director, and is the final essence of successful play-acting. As Emerson observed, and it is particularly applicable here, "Nothing great was ever achieved without enthusiasm."

Life in Other Lands

In the Netherlands

By HENRY STUDNICZKA, U. S. Commercial Agent*

SOME AMSTERDAM HOMES.

One of the peculiarities of Amsterdam housing conditions is the fact that wealthy business men very frequently have their residences in their office and warehouse buildings. The upper floors of the structures are elegantly curtained with plush or lace while the lower floors are occupied as office quarters, or the lower floors are used for residential purposes and the top floors are warerooms. All of these houses front on the canals and waterways.

Each house in Amsterdam has a lifting pole projecting about 4 feet over the sidewalk from the highest gable of the roof. All coal, furniture, household supplies, and merchandise are lifted by rope and pulley and taken in through the windows. Another peculiarity of Dutch houses is the little mirror attached to the windows that shows, to persons in the upper stories, a view of the street or of anyone ringing the front door-bell.

Recent years have witnessed the construction of new four and five story apartment houses and tenements, entire blocks and suburban sections having been built up in this manner. The workingman's flat in these new tenements generally consists of only two rooms, rarely of three, and the average rent is \$10 to \$14 per month. In more pretentious houses the rent is fully twice this amount. In the old-fashioned houses, peculiar to Amsterdam and predominant on all the side streets, with one living room downstairs, one sleeping room on the second floor, and a kitchen and dining room on the third floor, the rent is \$14 to \$16 for these three rooms. The upper floors are reached by a winding stairway; the first floor is entered direct from the street. The side streets in Am-

sterdam on which these dwellings prevail are rarely over 8 feet wide, yet occasionally the lower rooms are used for business purposes. I have not found in any of the large cities so many small retail stores as in Amsterdam, not only in the heart of the city but throughout the entire suburban district as well. There are no large collective or department stores here; each household commodity is handled in a separate shop.

HOMES OF BARGEMEN AND WORKINGMEN.

One of the striking features of the Netherlands housing methods is the quarters of barge and canal-boat men who with their families exist in the hulls of their craft. The rooms are necessarily small, with no ventilation or sunlight except such as may come in through the open hatch, which must be closed at night and in rainy weather. The deck furnishes the children's playground. The larger motor boats and steam barges have one or two small rooms constructed at each end of the barge. The rooms must be low to allow the boats to pass under bridges. These people are leading possibly the most frugal lives of any of the urban working classes of Europe, with no rent, no street-car fares, or other usual, unavoidable city expenses. Chickens are sometimes kept on the boat and consume the garbage.

Workingmen in The Hague generally live in small houses built opposite each other on narrow side streets or garden places. These houses are customarily two stories in height, with one room downstairs and one room upstairs; often a small kitchen, not larger than 6 by 8 feet, is attached. The same class of house is sometimes found in the rear yards of large business structures. Merchants, especially the retail

*Adapted from "Daily Consular and Trade Reports," U. S. Department of Commerce and Labor.

shop keepers, live in the same building where their business is located, either at the rear or above their stores.

Rural Netherlands

To travel by railway thru an agricultural country as flat as the waters of a lake, with the land below the level of the ocean and in some sections lower than the rivers, is at first sight a rather startling novelty; yet such is Holland. These smooth expanses are to a great extent pasture lands, and upon them graze thousands of the typical black and white Dutch cattle, and there are also many sheep, horses, and hogs. Other sections are covered with blossoms of plants whose seeds and bulbs are exported in large quantities. Cereals and potatoes, beets, and other root crops are also factors in the agricultural production of the Netherlands. While but few forests are visible, the many miles of canals and highways are lined with double rows of trees. The canals and numerous windmills are only a few hundred feet apart in some districts, and form the striking feature of a unique rural landscape. The windmills not only grind all the flour required in their respective districts, but they also pump the water from the lower system of canals to the higher levels.

The raising of cattle forms one of the most important agricultural industries in the Netherlands, and the Holland herds, some of which can trace their pedigree back for centuries, are justly famous. The standard color is black and

white in irregular blotches, but red and white and mouse-gray animals have also been raised. It is customary, however, to breed for export, especially to the United States, black and white spotted cattle, as this type seems to please the purchasers better and carries with it the stamp of the genuine Holland animal. The special form of the body, the black and white coloring, and the short horns are the three principal exterior characteristics of a good Holland milk-producing cow.

Next to cattle raising, dairy farming furnishes the Netherlands' most important agricultural products, especially fine butter and cheese. It is the custom for farmers to come once a week on a fixed day into the nearest town with their peculiar-shaped wagons filled with yellow cheese. Dutch cheese is dyed red on the outside only for export. The buyers generally make their appearance on the market about 10 o'clock, and each sale is concluded by a special method of handshaking. The noise and excitement that prevail in these markets is not unlike the typical wheat pit of an American produce exchange. Edam, a few miles from Amsterdam, is possibly the most important cheese center, and gives its name to the product of that section. In addition to the cheese made on a small scale by individuals, there are many large cheese factories thruout the Netherlands.

Large quantities of seeds, bulbs, fruits, grapes, trees and shrubbery, cereals, potatoes, beets and other root crops, peas, beans, etc.,



A Dutch Milkmaid

and many eggs are other agricultural products of the Netherlands.

The margarin industry, as an auxiliary to agriculture, has developed rapidly since the opening, at Oss in Brabant, of the first margarin factory in 1871. Five of these establishments are at Rotterdam and employ more than 1,000 persons; 15 plants at other points give work to an additional 1,500 men. Several Netherlands firms also have margarin factories in Belgium and Germany. The farming population of Holland generally employs animal fats for cooking; in some districts good fish fat is also utilized; in the large cities the poorer classes use cheap vegetable oils.

Oil production by the farmers of the Netherlands in a small way, with "stampers," can be traced as far back as the seventeenth century. This primitive method was superseded by stones driven by wind power. Many of these small oil mills also had a grain-grinding equipment, and a number of them are still in operation. The modern oil industry is centered around Zaandam, where about thirty steam plants are located. The total number of oil mills in Holland, according to statistics for the year 1906, is 220, and these employ over 3,000 workmen. The flax and colza seeds used are raised in the Netherlands; the peanuts come from Africa, Java, and the United States; the sesame seeds from Africa, Java, and India, and soya beans from Manchuria. The Delft oil factory, nine miles from Rotterdam, manufactures an olive-oil substitute from peanuts.

OLD-TIME DUTCH

In the fishing districts and on the farms the old-time Dutch customs are still to be found. The quaint costume of the women, with the ancient headdress and the full skirts, remains the pride of the Holland huisvrouw (housewife), and the men, with their wide, baggy trousers, are no less picturesque. The milkmaid, with her two milk cans polished like silver and swung from a specially built shoulder yoke, is a unique feature of the street scene of any village. Sometimes a dog draws the milk cart, the girl pulling with him as long as the cans remain full.

Wooden Shoe Industry in Holland

A shipment of 600 cases of wooden shoes, containing several thousand pairs, has been forwarded from Amsterdam, Holland, to Grand Rapids, Mich., this being the second large shipment in the last few months.

It is stated that the United States is the best foreign customer of the Netherlands for this article of manufacture, many hundreds of pairs of wooden shoes being worn in Michigan, Iowa, Illinois, Missouri, New Jersey, and other States. It is claimed that there is more wooden footgear in Chicago, Grand Rapids, or Holland, Mich., than in Amsterdam. Paterson, N. J., St. Louis, Mo., Lancaster County, Neb., Marion County, Iowa, and other smaller settlements import large quantities of this article of dress every year.

The wooden-shoe industry in the Netherlands is generally decentralized, logs being hewn out to the measure of the customer's feet in the village shoe shop. The local price depends largely upon the amount of lumber used and the market price of the raw material. There are, however, a few large factories using modern woodworking machinery and exporting most of their product. The principal countries to which they export, in the order of their importance, are the United States and Canada, West Indies, Germany, and South Africa.

The largest wooden structure in the world is the Parliament building at Wellington, New Zealand. Timber was used instead of stone, because of the frequency of slight earthquakes.

The average man, according to a European scientist, is made of sufficient material for 13 pounds of tallow candles, a pound of nails, carbon sufficient for 800 pencils, skin to make bindings for 16 octavo books, bone for 500 knife-handles, 28 violin-strings, 20 teaspoonsful of salt and a pound of sugar.

Within One Lifetime

The death of Mrs. Ellen H. Richards calls attention to the fact that one generation has seen the recognition of women in the realm of applied science, says *The Youth's Companion*. Mrs. Richards took a degree at Vassar in 1870. She was known there for her practical ability and straightforward simplicity. Whenever she was praised she was wont to protest that she did only what the average New England girl could do.

After her graduation she was the first woman to apply for admission to the Massachusetts Institute of Technology. The faculty granted her request, although one professor opposed the plan. Five years later he married the student to whose admission he had objected, and her friends laughingly congratulated her on one more conquest for the average New England girl!

For more than twenty-five years Mrs. Richards was instructor of sanitary chemistry at the Institute of Technology. She became an expert in water analysis, in the chemistry of food, in practical sanitation, the cost of living and the prevention of fire loss.

She was made a trustee of Vassar College when the board was about to install what she knew was an antiquated system of sewage disposal. Almost before the gentlemen realized what was happening this woman had converted them to a plan for a sewage farm,—a triumph for up-to-date applied science.

A scholar of high ideals, she was never dry-as-dust in her methods. "There is no reason," she would say, "that proper food should not taste good, and that right living may not be enjoyed in a pretty house." She practiced what she preached. This "average New England girl" won a national reputation, and she was also a devoted wife, a loyal friend, a "mothering" teacher, and a good homemaker. The span of her life saw a combination of the scholastic and the domestic virtues made possible for a woman, although her description of herself as the "average girl" was far too modest, so varied and so many were her parts and powers.

Danish Folk Dance—Ace of Diamonds

Position: Form ring, partners facing each other. Leave ample space between couples.

1. All clap hands once. Partners hook right arms.

2-3. Partners run round each other, starting East to Southward.

4. Back in original position. Release arms.

5. All clap hands once. Partners hook left arms.

6-7. Partners run round each other, starting East to Northward.

8. Back in original position. Release arms.

9-12. Right hand partner hops backward, first on one foot, then on the other, left hand partner facing the other hops forward.

13-16. Reverse; left hand partner hops backward, right hand partner forward, returning to original place.

17-24. Partners dance around in polka step.

The musical score is written for piano in 2/4 time, featuring a key signature of one flat (B-flat). It consists of 24 numbered measures, organized into five systems of four measures each. The notation includes a treble and bass staff joined by a brace. The melody is primarily in the treble staff, while the bass staff provides harmonic support with chords and single notes. Measure 16 contains a repeat sign. The piece concludes with a double bar line and a final chord in measure 24.

A Week's Work in Arithmetic

(For Seventh Year)

By SAMUEL P. ABELow, Brooklyn

First Week

MONDAY

Brief talk on value of interest. Show that it is a phase of modern economic conditions. Show its relation to percentage.

Oral.—(1) What is 5% of \$150? (2) What is $33\frac{1}{3}\%$ of \$180? (3) What is 25% of \$120? (4) $\frac{1}{4}\%$ of \$100 is what? $\frac{1}{2}\%$ of \$100 is what? (5) Put \$100 in the bank. At the end of a year how much interest received at the rate of 4%? 5%? 6%? $2\frac{1}{2}\%$? $3\frac{1}{4}\%$? (6) Interest on \$40 at 2% for 2 years?

Written.—(1) $37\frac{1}{2}\%$ of \$280 equal what? (2) A man had 560 sheep. He sold $87\frac{1}{2}\%$ of them. How many had he left? (3) $37\frac{1}{2}\%$ of a cargo is worth \$606. What is the entire cargo worth? (4) A traveling agent sold, on a commission of 4%, goods amounting to \$2,469. What was his commission? (5) What is the interest on \$400 at 6% for 3 years? (6) Interest on \$800 for 4 years at 4%? (7) Interest on \$480 for 2 years at 5%?

TUESDAY

Teach meaning of interest. "Interest is money paid for the use of money." Introduce months. In working problems change months to fraction of year. Review percentage.

Oral.—(1) 6 months is what part of a year? 1 month? 9 months? 8 months? 7 months? (2) 2 years 3 months equal how many years? 2 years 5 months? (3) Interest on \$40 at 1% for $\frac{1}{2}$ year? (4) Interest on \$60 for 4 months at 2%? (5) Interest on \$100 at 3% for 1 year 9 months? (6) What 2% of \$.01?

Written.—(1) Interest on \$350 for 2 years 6 months at 6%? Interest on \$696 at 6% for 2 years 8 months? (3) Interest on \$39.44 at 4% for 3 years 6 months? (4) Interest on \$840 at 5% for 3 years 9 months? (5) What is 39% of \$.39? (6) A man paid \$420 for a piano. He sold it at a loss of $25\frac{1}{2}\%$. Selling price? (7) Which is more and by how much, $\frac{1}{4}$ of 860 bushels or $\frac{1}{4}\%$ of that number of bushels?

WEDNESDAY

Develop rule: Interest = Principal \times Rate \times Time.

Oral.—(1) Change to years: 2 years 3 months; 4 years 5 months; 9 years 6 months. (2) Interest on \$200 for 2 years at 2%? for 4 years? for 5 years? (3) Interest on \$200 for 3 years at 1%? at 2%? at $4\frac{1}{2}\%$? (4) Interest on \$1 for 1 year at 6%? (5) What is $33\frac{1}{3}\%$ of \$200? (6) A man had \$900. He spent $66\frac{2}{3}\%$ of it. Left?

Written.—(1) Interest on \$260 for 2 years 4 months?

(2) Interest on \$980 at 5% for 3 years 6 months?

(3) Interest on \$1,200 at $4\frac{1}{2}\%$ for 3 years 9 months?

(4) Interest on \$124.26 at 5% for 3 years 6 months?

(5) Interest on \$216.20 at 6% for 4 years 9 months?

(6) What is $133\frac{1}{3}\%$ of \$1,500?

(7) My agent collected 80% of a debt of \$4,500, and charged $7\frac{1}{2}\%$ commission. What amount should he pay me?

THURSDAY

Review interest to date. Teach: "Interest on \$1 for 1 year at 6% is \$.06." Have children memorize this fact.

Oral.—(1) Interest on \$30 at 6% for 1 year? (2) Interest on \$45 at 2% for 2 years 6 months?

(3) Interest on \$150 for $1\frac{1}{2}$ years at 6%?

(4) Interest on \$250 at 6% for $2\frac{1}{2}$ years?

(5) At 2%, interest on \$1 for 2 years?

(6) Cost of 18 oranges at \$.35 per dozen?

(7) $87\frac{1}{2}\%$ of $\frac{1}{8}$ is what?

Written.—Introduce the 6% method for years only.

(1) Interest on \$260 at 6% for 4 years?

(2) Interest on \$390 at 6% for 5 years?

(3) Interest on \$2,600 at 6% for 3 years?

(4) Interest on \$29.30 at 6% for 4 years?

(5) From a farm of 475 acres 35% were sold. How many acres remained?

(6) A man owed \$960. He paid his debt at the rate of 1% per month. How long did it take him to pay off his debt?

(7) $33\frac{1}{3}\%$ of \$240 is what part of \$720?

FRIDAY

Review terms of interest. Emphasize: "Interest on \$1 for 1 year at 6% is \$.06."

Oral.—(1) Interest on \$75 for 3 years at 2%?

(2) Interest on \$90 for 1 year at $2\frac{1}{2}\%$?

(3) Interest on \$30 at 2% for 1 year 6 months?

(4) What is 75% of 60?

(5) What is $87\frac{1}{2}\%$ of \$240?

(6) 30% of \$100 is what part of \$60?

(7) 25% of \$120 is what part of \$60?

Written.—By the 6% method:

(1) Interest on \$495 at 6% for 3 years?

(2) Interest on \$2,000 at 6% for 4 years?

(3) Interest on \$39.40 at 6% for 2 years?

(4) Interest on \$45.30 at 6% for 5 years?

(5) What is $\frac{1}{4}\%$ of \$3,200?

(6) What $\frac{1}{8}\%$ of \$8,000?

(7) What must I pay to insure my house for \$4,000 against loss by fire, for $\frac{1}{3}$ year at 2%?

A Week with the Seventh Grade

Fifth Week

Monday

Morning Exercises.—The following prayer, by Robert Louis Stevenson, is recommended for use in the schools of South Carolina. It is equally appropriate everywhere for its literary merit as well as its religious significance:

Lord, behold our family here assembled. We thank Thee for this place in which we dwell; for the love that unites us, for the peace accorded us this day, for the hope with which we expect the morrow; for the health, the work, the food and the bright skies that make our lives delightful; for our friends in all parts of the earth, and our friendly helpers in this foreign isle. Let peace abound in our small company. Purge out of every heart the lurking grudge. Give us grace and strength to forbear and to persevere. Offenders, give us the grace to accept and to forgive offenders. Forgetful ourselves, help us to bear cheerfully the forgetfulness of others. Give us courage and gaiety and the quiet mind. Spare to us our friends; soften us to our enemies. Bless us, if it may be, in all our innocent endeavors. If it may not, give us the strength to encounter that which is to come, that we be brave in peril, constant in tribulation, temperate in wrath, and, in all changes of fortune and down to the gates of death, loyal and loving, one to another. As the clay to the potter, as the windmill to the wind, as the children of their sire, we beseech of Thee this help and mercy, for Christ's sake.

ENGLISH

Use of *most* and *almost*.

Most is used in the sense of the greater quantity or the larger number, e.g., *Most* of the pupils work hard. *Most* is a pronominal adjective.

Almost is used whenever "nearly" could be used instead, e.g., The day is *almost* done.

Write five sentences, each containing the word *most*, and five sentences, each containing the word *almost*.

GEOGRAPHY

Alaska.—Where situated? How separated from Siberia? What ocean to the north? What islands would one reach by sailing south from Alaska peninsula? In what zones situated? Crossed by what great circle? Latitude? Longitude? Size? (The area of Alaska would make nearly thirteen States as large as New York.) Bordering waters? Character of coast line? (In several places glaciers have pushed their way down to the sea along the shore of the Gulf of Alaska.) Islands? (Kadiak Island is the home of the largest American bear. Pribilof Islands are the headquarters of the seal fishery.) Surface? Mountains? (Mt. McKinley, the highest peak in North America.) Rivers? (Yukon is navigable for about four months in the year. Owes its fame to the discovery of gold in its neighborhood.)

HISTORY

The Normans.—Where was Normandy? Where is it to-day? To what country does it now belong? Home life of the Normans? Their warlike qualities? Their expeditions? Their discovery of Greenland, Iceland, America?

CIVICS

What the Flag Means.—What indicates the number of States in the Union? The original number of States? What does the flag stand for? Original independence of each State? Why did they unite to form one Republic?

PHYSIOLOGY AND HYGIENE

Bones.—Use of bones. Construction of bone. What foods are necessary to supply bone material?

ARITHMETIC

Oral.—Interest on \$100 for 6 days at 6%? For 20 days? Interest on \$24 at 2% for 5 years?

Written.—(1) Interest on \$550 at 6% for 2 years, 6 months, 5 days?

(2) Interest on \$801 at 6% for 4 years, 3 months and 11 days?

(3) Interest on \$1 at 6% for 15 days? For 25 days? For 9 days?

(4) Interest on \$50 at 5% for 1 year, 3 months?

(5) Interest on \$25 at 3% for 5 years?

Tuesday

Morning Exercises.—Have eight pupils prepared beforehand, and at a given signal each stands and repeats, not reads, one of the following:

Three things to wish for—health, friends and a cheerful spirit.

Three things to delight in—frankness, freedom, and beauty.

Three things to admire—power, gracefulness and dignity.

Three things to avoid—idleness, loquacity, and flip-pant jesting.

Three things to govern—temper, tongue, and conduct.

Three things to hate—cruelty, arrogance and affectation.

Three things to live—purity, truthfulness, and honor.

Three things to be—brave, gentle, and kind.

—Philadelphia Bulletin.

ENGLISH

Use of *raise* and *rise*.

Raise means to elevate in position. It is usually transitive, and the force comes from outside the object, e.g., They expect to raise the safe to the third story.

Rise is intransitive. The elevating force must come from within, e.g., The sun will rise tomorrow.

Write five sentences each containing the word *raise*, and five sentences each containing the word *rise*.

GEOGRAPHY

Alaska.—Climate? (Northern part almost uninhabitable on account of cold. Southern portion sheltered by mountains and shores washed by warm currents. Valleys adapted to raising of cereals and vegetables.) Cities? (Juneau and Nome mining centers.) People? (Entire population about one-sixtieth of that of New York City. Americans predominate, but all nations represented. Native Indians and Eskimos most numerous.) Means of transportation? (Dog sleds. Mails carried by messengers on snowshoes. One railroad completed. Steamship lines from Seattle to Nome.) Exports? (Gold, copper, fish, whale and seal products.) Government? (Still a Territory.)

Alaska was settled principally by the Russian Fur Company. In 1867 it was bought by the United States. For how much? Discovery of gold increased population and proved the value of the country. The southeastern boundary was settled by arbitration with Canada in 1903.

HISTORY

The Norman Conquest.—William the Conqueror. He covets England. Edward's promise. Election of Harold. Battle of Hastings.

CIVICS

Three Departments of Government.—Necessity for laws. Need of executive branch to make laws effective. Need of judges to tell when a law has been broken. Therefore necessity for three branches, legislative, executive, judicial.

PHYSIOLOGY AND HYGIENE

Bones.—Number of bones? Of what different kinds? What is a marrow bone? What marrow bones in our bodies? A broken bone—how set, how long a time it takes to knit; how it knits.

ARITHMETIC

Oral.—5 is what part of 10? 5 is what decimal of 10? 5 is what per cent of 10?

A man had \$20. He spent \$10. What fractional part did he spend? What decimal part? What per cent?

Written.—43 is what per cent of 129? 150 yards of cloth are what per cent of 750 yards?

If a man pays 5 cents a quart for berries, and sells them for 7 cents a quart, what is his gain per cent?

If I pay \$260 for a horse, and sell it for 390, what is my gain per cent?

Coal was bought for \$600 and sold for \$400. What was the loss per cent?

Wednesday

Morning Exercises.—Read yourself, or, better, have some pupil read, the following:

YOUR MISSION

If you are sighing for a lofty work,
If great ambitions dominate your mind,
Just watch yourself, and see you do not shirk
The common little ways of being kind.

If you are dreaming of a future goal,
When, crowned with glory, men shall own your power,

Be careful that you let no struggling soul
Go by unaided in the present hour.

If you would help to make the wrong things right,
Begin at home; there lies a lifetime's toil;
Weed your own garden, fair for all men's sight,
Before you plan to till another's soil.

God chooses His own leaders in the world,
And from the rest He asks but willing hands—
As mighty mountains into place are hurled,
While patient tides may only shape the sands.

—ELLA WHEELER WILCOX.

ENGLISH

Use of *in* and *into*.

In is used with the idea of rest. It means "within" or "inside of," e.g., The pupils are *in* the schoolroom.

Into is used with the idea of motion from the outside to the inside, or of change from one thing to another; e.g., The pupils ran *into* the schoolroom.

Write five sentences, each containing the word *in*, and five sentences each containing the word *into*.

GEOGRAPHY

The Philippines.—Location? Zone? Latitude? Longitude? Climate? (Moist and hot; the heat tempered by sea breezes. Occasional typhoons and earthquakes.) How many islands? Principal islands? (Luzon and Mindanao are each about equal in size to New York State.) Cities? (Only one of importance is Manila. This city has a good harbor. Is connected by steamship line with Yokohama, Hongkong, Seattle, Australia and England.)

HISTORY

The Feudal System.—Castles, manors, feudal relations—king, baron, vassal, serf.

CIVICS

Representative Government.—Self-government. Government of towns, every voter has a part. Why this is impractical on large scale. Representation. How the people really govern. Congress.

PHYSIOLOGY AND HYGIENE

Bones.—Dissolve a chicken bone in nitric acid. What effect?

ARITHMETIC

Oral.—What is the area of a triangle whose base is 15 inches and the altitude 16 inches?

What is the area of a rectangle 21 by 20 inches?

What is the area of a square 13 inches on each side?

What is the area of a rectangle whose base is 13 inches and the altitude 6 inches?

What is the area of a triangle whose base is 21 inches and the altitude 14 inches?

Written.—What is the area in square feet of a triangle whose base is 44 rods and the altitude 78 rods?

Have pupils write three similar problems involving respectively a triangle, a rectangle and

a square. Exchange, work the problems and correct.

Thursday

Morning Exercises.—Have the pupils prepared beforehand, to repeat in concert, the following from the Prelude to "Hiawatha":

I believe—

"that in all ages
Every human heart is human,
That in even savage bosoms
There are longings, yearnings, strivings,
For the good they comprehend not;
That the feeble hands and helpless,
Groping blindly in the darkness,
Touch God's right hand in that darkness
And are lifted up and strengthened."

ENGLISH

Use of *leave* and *let*.

Leave means to abandon, or depart from; e.g., He *leaves* town.

Let means to allow; e.g., I shall gladly *let* her go.

Write five sentences each containing the word *leave*, and five sentences each containing the word *let*.

GEOGRAPHY

The Philippines.—Resources? (Forests of fine woods; fertile soil; coal, gold, iron, silver and copper mines not yet developed.) Products? (Hemp, sugar, tobacco, gutta-percha, etc.) Where are these materials exported? (Largely to the United States.) Imports? (From our country, machinery, cotton goods, and most that may be called luxuries. Rice, from Asia.) Government? (See elsewhere in this number of THE SCHOOL JOURNAL.)

HISTORY

The Feudal System.—Tournaments, armor, equipment for war, story of King Arthur and his knights of the round table.

CIVICS

The President.—Elected how? Term? Salary? Re-election? Succession in case of death? Duties?

PHYSIOLOGY AND HYGIENE

Muscle.—What is muscle? Where found? Color? What gives it the color? What passes thru muscle? What is meat? Use of muscle?

ARITHMETIC

Oral.—How many cubic inches in a cube whose edges measure 2 feet? 3 feet? 4 feet? 5 feet?

How many cubic inches in 1 cubic foot? in $\frac{1}{2}$ cubic foot? in $\frac{1}{4}$ cubic foot?

What is the volume of a block 3 inches by 9 inches by 6 inches?

What is the volume of a cube whose edges are 6 inches?

Written.—Have pupils write five problems relating to cubes, etc., exchange papers, work problems, and correct.

Friday

Morning Exercises.—Read and discuss the following:

FOOTPATH TO PEACE

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not contented with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts, and to covet nothing of your neighbor's except kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can, with body and with spirit, in God's out-of-doors—these are little guideposts on the footpath to peace.

—HENRY VAN DYKE.

ENGLISH

Use of *shall* and *will*.

Shall is used to denote the first person, *will* the second and third; e.g., I *shall* go to New York. He *will* go to New York.

Write five sentences each containing the word *shall*, and five sentences each containing the word *will*.

GEOGRAPHY

Hawaiian Islands.—Location? Latitude? Longitude? Zones? Size? (Whole group about equal to one-seventh of New York State.) Climate? (Heat of torrid zone tempered by sea breezes. Heavy rainfall.) Islands? (Hawaii largest. Bahu has only good harbor in the group.) Cities? (Honolulu only important city. Port of call for steamships from Vancouver and San Francisco. Cable connection with San Francisco, Philippines and Hong Kong. Coaling port for many vessels crossing the Pacific.) Products? (Sugar, fruit, rice, hides, coffee.) Exports? (Principally to the United States.) Imports? (Clothing, cotton goods, machinery, lumber; coal from Australia.) People? (Americans, other whites, Chinese and Japanese. Few of the native Hawaiians left.) Government? (The native queen was deposed and a republic established. In 1898 the United States annexed the islands, by request, and organized territorial government.)

HISTORY

The Feudal System.—Home life in feudal days. Furniture? Food? Dishes? Service? Pages, squires, knights? How a knight was dubbed, and guarding of armor? Methods of heating, etc.

CIVICS

Election of President.—When elections held? How candidates obtained? National conventions? Parties at present time? When President is inaugurated? How?

PHYSIOLOGY AND HYGIENE

Muscle.—If we stick a pin into the flesh, is it the muscle that feels the pain? How do athletes develop muscle? What happens to muscle if we fail to take proper exercise? What foods are necessary to keep the muscle in good condition?

ARITHMETIC

Written review of the week's work.

Letter Writing

The Reading (Pa.) Syllabus

CHARLES S. FOOS, Superintendent

Definition.—Written talks upon paper; communications from one person to another; conversation at a distance.

Correspondence is the interchange of thought by means of letters.

A letter is a written or printed communication sent or addressed by one person to another.

To people in general there is no composition so important as letter writing. The persons who never need it are very few, if any such exist. Then, too, it is the only kind of composition that the majority of people ever write. Without it one is unfitted for the practical duties of life. For intelligent business and social intercourse it is absolutely necessary.

KINDS OF LETTERS

I. SOCIAL.

1. *Friendship.*—Letters passing between friends or acquaintances. Letters of sentiment. Letters of affection. Domestic or family letters.

2. *Courtesy.*—Invitations, acceptances, regrets, letters of introduction, resignation, congratulation, and condolence.

II. BUSINESS.

A letter on public, private, or personal business.

1. *Personal.*—Letters of merchants, bankers, manufacturers, and others in connection with their business.

2. *Official.* One by or to a public officer.

III. PUBLIC.

Communications to newspapers and reports or essays addressed to some person or persons but intended for publication. Letters in form only.

1. *"Open Letter."*—Frequently a writer publishes a letter addressed to some prominent person criticising his actions or opinions, or asking him a number of questions with the view of receiving a published reply.

IV. MISCELLANEOUS.

Letters of unusual character.

STRUCTURE OF LETTERS

I. MATERIALS.

1. *Paper.*—The paper used in letter writing should be of good quality, both on account of the better work that can be done with good paper, and because of the impression it makes on one's correspondent. We judge people largely by the surroundings they choose, and the kind of tools with which they work.

(a) SIZE.

i. *Note Paper.*—About 6 in. by 9 in.

ii. *Letter Paper.*—Usually 8 in. by 10 in. or 8½ in. by 11 in.

(b) *COLOR.*—White paper is almost universally used in business correspondence, although tinted paper is preferred by some. In social correspondence, many different tints are used, and any delicate tint is appropriate. Strong colors should be avoided.

2. *Envelopes.*—The envelopes should correspond with the paper in color, size, and style.

(a) *For Social Letters.*—An envelope that will admit the paper in one or two convenient folds should be used.

(b) *For Business Letters.*—An envelope that is a little larger than the paper after the letter is folded correctly. No. 6 envelope, 3½ in. by 6 in.; No. 6½, 3½ in. by 6½ in.

(c) *For Official Communications, Legal Documents, Etc.*—An official envelope, usually about 9 in. long.

3. Pens.

4. *Ink.*—Black ink, or writing fluid, is now used almost exclusively in all kinds of correspondence, and is in much better taste than colored ink.

II. THE ELEMENTS.

1. Heading.

a. Address of writer.

b. Date.

2. Address.

a. Name and title of person or persons written to.

b. Address of person or persons written to.

3. Salutation.

4. *Body.*—The body of a letter is the communication, exclusive of the other five elements.

(a) *Beginning.*—The body of the letter should usually begin immediately under the end of the salutation, on the line following; but if the address is long, occupying more than three lines, it may begin on the same line with the salutation, in which case a comma and a dash or colon and a dash should be placed between the salutation and the first word of the letter. Note the different models in another part of this outline.

(b) *Margin.*—There should be a blank space on the left side of the page, but none on the right.

i. *Margin on Note Paper.*—One-quarter of an inch.

ii. *Margin on Letter Paper.*—Three-quarters of an inch.

(c) *Paragraphs.*—A letter should be paragraphed the same as other compositions. In dismissing one topic, mark the beginning of the next by a broken line or indentation, catching the reader's eye and preparing him for the change. Paragraphs should begin as far to the right of the marginal line as the latter is to the right of the edge of the paper.

(d) *Neatness.*—Never send a letter in which there are blots, erasures, or interlineations; it is better to copy such communications. Blots and erasures are indications of carelessness and of liability to make mistakes. Our correspondents judge us largely by the appearance of our letters, and we should be careful, as far as it is in our power, to cultivate and retain their good opinion.

5. *Complimentary Close.*—A phrase of respect, courtesy, or endearment following the body of the letter, immediately preceding the signature.

6. *Signature.*—The signature is the name of the person, company or firm that writes or dictates the letter. It should be written on the next line following the complimentary close, at the right edge of the paper or near it.

(a) A woman, in writing to a stranger, should sign her name so as not only to indicate her sex, but also whether she be single or married; if single, she may write the title (Miss) in parenthesis before her name. A widow should precede her name with the word (Mrs.) in parenthesis. A married woman may sign her husband's name, thus: Mrs. John Smith.

(b) *Official Signature.*—A person in an official, or a prominent business position, may follow his name with words denoting his position, on the line next to the signature, near the right margin.

(c) When several members of a firm or employees sign the firm name, or when one signs for another person, the one writing may write under the signature either his initials or surname. See models.

Note.—The name and address of the person written to and the salutation are termed the *Introduction of the Letter*. The complimentary close and the signature, the *Conclusion* of the letter.

IMPORTANT DETAILS

I. FOLDING.

1. *Letter Paper.*

(a) *To Fit an Ordinary Business Envelope.*—Fold from bottom to top to length of envelope, and right to left and left to right equal distances, to width of envelope. Insert folded edge first, in placing in envelope.

(b) *To Fit an Official Envelope* (which is a little longer than the width of the paper).—Fold bottom up nearly as far as the envelope is wide; then fold top down about the same distance.

2. *Note Paper.*

(a) *To Fit Envelope Longer than Paper Is Wide.*—Bottom upward a distance a little less than the width of envelope, and then fold the top down.

(b) *To Fit Envelope Shorter than Width of Paper.*—Bottom nearly to top, and then from right nearly to the left edge of paper.

(c) *To Fit Large Square Envelope.*—One fold from the bottom to within about one-eighth of an inch from the top.

3. *Folding a Sheet Longer than Letter Paper.*

(a) *To Fit Legal or Official Envelope.*—Bottom nearly to top and bottom to top again to width of envelope.

(b) *To Fit Business Envelope.*—Bottom to top and bottom to top equal distances, to length of envelope; right to left and left to right equal distances to width of envelope.

Note.—In making the first fold, the paper should not be exactly even with upper edge, as it is easier to separate in unfolding.

Care should be taken to bring the corner of the paper, as it is folded, to the edge of the sheet, where the fingers of the left hand should hold it firmly, while the fold is creased down with the right. Use the back of the finger-nail to crease down the fold.

II. ENCLOSING POSTAGE FOR REPLY.

In writing to a person on a subject that does not directly interest him, and concerns only yourself, you should always enclose a stamp if you desire an answer. Do not expect a person to spend his time and pay postage besides, when writing about something that interests only yourself.

III. INSERTING LETTER IN ENVELOPE.

Hold envelope in your left hand, face down, open end to your right; insert letter, folded edge forward. In this way the corners of the paper do not catch in putting it in and the letter, when taken out, is right side up when unfolded.

IV. THE SUPERScription.

The direction or address upon the envelope is fully treated on at the beginning of this outline. See models elsewhere in this outline.

Always direct the envelope before inserting the letter.

V. POSTAGE STAMPS.

The required amount of postage must be placed on the envelope before a letter will be forwarded by mail.

VI. OPENING AN ENVELOPE.

The extreme ends of the flap of an envelope are not glued, in order to admit of inserting a paper cutter or penknife. The envelope should be held in the left hand, face down, the flap cut, and the letter taken out with the right hand; and if it was properly folded and inserted, it is right side up when unfolded.

VII. ENCLOSURES.

To attract special attention, the word "Enclosure," or if more than one, the number and

the word "Enclosures," should be written on the line next to the signature, beginning as far to the right of the left margin as do the paragraphs.

ELEMENTS
MODELS SHOWING THE FORMS, PUNCTUATION AND CAPITALIZATION USED IN THE ELEMENTS OF A LETTER.
Skeleton Letter

ADDRESS	HEADING
SALUTATION	BODY
COMPLIMENTARY CLOSE	
SIGNATURE	

1. THE HEADING

(a) The heading of a letter embraces the address of the writer and the date. It may occupy one, two, or three lines, according to the length of the address. It should never occupy more than three lines.

(b) The use of "#" before street numbers, and "st" or "d" after dates, in the heading of a letter, has become obsolete.

(c) In business letters, the address and date are always written at the top. In social letters, the address and date are sometimes placed at the close of the letter. In such cases they should begin on the next line below the signature, near the left of the page, as in model 1.

Model 1

Your sincere friend,

SIGNATURE

666 North Ninth Street,
 Reading, Pa., December 14, 1908.

Model 2.

Shoemakersville, Pa., Dec. 14, 1908.

Model 3.

163 North Eighth Street,
 Reading, Pa., December 14, 1908.

Model 4.

Strausstown, Berks Co., Pa.,
 December 14, 1908.

Model 5.

High School for Boys,
 Reading, Pa.,
 December 14, 1908.

Model 6.

Hotel Penn,
 Reading, Pa.,
 December 14, 1908.

2. THE ADDRESS

(a) The address of a letter is the name, title, and address of the person or persons written to.

(b) Some title should always be used in the address, either before or after the name. In addressing a firm or corporation, titles are usually omitted.

(c) In addressing a person holding a public office, the name of the office should be inserted in the address.

(d) Do not use Mr. and Esq. at the same time. If you use one omit the other.

(e) Teach some of the principal scholastic titles and their abbreviations.

Model 1.—FORM OF ADDRESS FOR THE PRESIDENT OF THE UNITED STATES.

To the President,
 Executive Mansion,
 Washington, D. C.
 Mr. President:

Model 2.—FORM OF ADDRESS FOR THE GOVERNOR OF A STATE.

To His Excellency Edwin S. Stuart,
 Governor of the State of Pennsylvania. (or)
 His Excellency Governor Edwin S. Stuart. (or)
 To His Excellency the Governor.
 Your Excellency:

Model 3.—THE PRESIDENT OF THE SCHOOL BOARD.

Mr. J. E. Wanner,
 President Board of Education,
 Reading, Pa.

Model 4.—THE SUPERINTENDENT OF SCHOOLS

Supt. Charles S. Foos,
 Public Schools,
 Reading, Pa.

Model 5.—THE BOARD OF EDUCATION

To the President and Members of the Board of Education,
 Reading, Pa.
 Gentlemen:

Model 6.—THE MAYOR OF A CITY

Hon. William Rick,
 Mayor,
 Reading, Pa.

Model 7.—TITLES OF RESPECT AND COURTESY

Mister, Mr.
 Messieurs (Fr. pl. of Mr.), Messrs.
 Gentlemen (do not abbreviate).
 Sir, Sirs (do not abbreviate).
 Esquire, Esquires, Esq., Esqs.
 Master (a boy). (Do not abbreviate).
 Mistress (pronounced Missis), Mrs.
 Mesdames (Fr. pl. of Mrs.), Mmes.
 Madam (for a married woman), Mad.
 Madame (Fr.), Mme.
 Ladies (do not abbreviate).
 Miss, Misses (do not abbreviate).

3. THE SALUTATION

(a) This is the greeting at the beginning of a letter; the term of affection, respect, or politeness, with which we introduce the letter.

(b) The proper salutation in addressing a married lady is Madam or Dear Madam. There is no similar form of salutation to use in ad-

dressing an unmarried lady. An unmarried woman should be addressed as Dear Miss Jones: or, My dear Miss Jones:

(c) A comma, colon, or semi-colon may be used after the salutation. However, the colon is more generally used. When the body of the letter begins on the same line with the salutation, separate them by a dash, as in models 3 and 5 below.

(d) Capitalize only nouns and first word in the salutation.

(e) Forms of salutation:

Sir:	Dear Miss _____:
Dear Sir:	My dear Miss _____:
My dear Sir:	Dear Friend:
Sirs:	Friend Brown:
Gentlemen: Dear Sirs:	Dear Mother:
My dear Sirs:	Dear Charlie:
Madam:	My dear Smith:
Dear Madam:	Dear Mr. Brown:
My dear Madam:	

Model 1.

Friend Brown,
I was very glad to receive your kind note, etc.

Model 2.

My dear Irene,
Permit me to remind you of your promise to visit, etc.

Model 3.

Messrs. N. A. Goodrich & Co.,
Auburn, N. Y.
Gentlemen:—Enclosed find check in payment of, etc.

Model 4.

Mr. Frank L. Smith,
Richmond, Ind.
My dear Sir:
Please inform me, etc.

Model 5.

Messrs. Brown & Jones,
1600 Jefferson Street,
Amandale, Va.
Gentlemen:—In reply to your inquiry, etc.

Model 6.

Miss Mary C. Shaaber,
331 Elm Street,
Reading, Pa.
Dear Miss Shaaber:
Replying to your kind letter of, etc.

4. THE BODY

(a) Note the beginning of the body of a letter, in the different models under "The Salutation."

(b) Discourage such beginnings as "I now take my pen in hand, etc."

5. THE COMPLIMENTARY CLOSE

(a) Discourage such endings as "Having nothing more to say, I will close," or "I must stop now, as I want to make a call this evening," or even "I will now close."

(b) If a person be addressed as "Dear Friend," in the salutation, the word "friend" should not be repeated in the complimentary close, etc.

(c) Capitalize only the first word in the complimentary close.

(d) Distinguish between the words "I am" and "I remain." Use "I remain" only when you know your correspondent. When writing for the first time, or where no intimate relation exists, use "I am."

Model 1.

With best wishes, I am,
Sincerely yours,

SIGNATURE

Model 2.

Thanking you in anticipation of the receipt of same, I am,
Respectfully yours,

SIGNATURE

Model 3.

Regretting the inconvenience I may have caused you, I am,
Yours truly,

SIGNATURE

(e) Forms of Complimentary Closes.

Yours truly	Sincerely yours
Yours very truly	Cordially
Respectfully	Cordially yours,
Very respectfully	Yours gratefully
Yours respectfully	Yours fraternally
Faithfully	Respectfully yours
Yours faithfully	Your friend, etc.
Sincerely	

6. THE SIGNATURE

Model 1.

CHARLES S. FOOS,
Superintendent of Public Schools,
per R. E. R.

Model 2.

SMITH & BROWN,
per Brown.

Model 3.

JOHN SMITH,
C.

7. THE SUPERScription

Model 1.

Miss Mabel Stout,
Shoemakersville,
Berks Co. Pa.

Mr. Jacob F. Goodrich,
279 N. Eleventh St.,
Reading, Pa.
C/o Mr. D. S. Reider.

Model 2.

Messrs. High & Drenkel,
9999 Penn Street,
Reading, Pa.

Model 7.
Prof. Robert S. Birch,
Prin. High School for Boys,
Reading, Pa.
Kindness of Miss Sholl.

Model 3.

Hinds, Noble & Eldredge,
New York City,
New York.
31-35 West 15th St.

Model 8.
Miss Mary H. Mayer,
Prin. High Sch. for Girls,
Addressed.

Model 4.

Peter K. High, Esq.,
Indianapolis,
Box 23. Ind.

Model 9.
Mr. George Adams,
Present.

Model 5.

The Century Co.,
Union Square,
New York City.
Introducing
Mr. Henry Smith.

Model 10.
Mr. F. Roland, Jr.,
Sec'y Board of Education,
Reading, Pa.
School Administration Bldg.



October Blackboard Calendar, Designed by Harry H. Ahern

The World We Live In

The University of St. Andrew's, in Scotland, was five hundred years old on Sept. 13. Ambassador White-law Reid and Mr. Carnegie took part in the celebration of the anniversary.

About 2,000 postal savings banks are now in existence. It is confidently expected that by the beginning of next year the postal savings banks will exist in connection with all the first, second and third-class post-offices the country over.

Shortage of the sugar beet and sugar cane crops will make sugar higher in price than before in several years. Meat is higher than since 1865, and potatoes are soaring higher every week.

English is taught in all the schools of Porto Rico, and is studied by everybody, rich and poor. There are now 2,450 schools on the island.

China has 800 students in America, and 72 more have just entered school here this fall. Among the latter are three girls.

The first Thursday of September was observed as melon day in the Rocky Ford section of Colorado. Great numbers of cantelopes were given away, and the day was made a festive occasion.

The old house in Hannibal, Mo., which was the boyhood home of Mark Twain, has been purchased and presented to the city. It will be preserved as a memorial to Mr. Clemens.

The United States has recently purchased four islands near the Pacific terminus of the Panama Canal. Their names are Fiamenco, Culebra, Naos, and Perico. They will serve as part of a system of fortifications to protect the entrance to the canal.

The ex-Shah of Persia, who was said to have been endeavoring to get back on the throne, has met with crushing defeat, in a conflict near Teheran.

On Sept. 2, the Sultan of Turkey received a deputation of women who petitioned him for redress of the grievances of their sex. The Sultan promised to do what he could to improve their condition.

A fashionable restaurant in Hamburg, Germany, occupies a building that was made of compressed paper.

Great Britain, Germany, Austria and Spain have agreed simultaneously to recognize the Republic of Portugal.

China is suffering from terrible floods in the Yang-ti Kiang valley, which stretches over 700 miles. Many thousands of the survivors are dying of starvation.

Capt. William H. Van Schaick, who was in command of the excursion boat *General Slocum* when it was burned in the East River, on June 15, 1904, with a loss of a thousand lives, has been paroled from Sing Sing by the Federal authorities.

A replica of the statue of Baron von Steuben, which was unveiled in Washington last December, has been presented by the American nation to Germany. The duplicate was unveiled at Potsdam, on September 2.

Cholera is said to be spreading in Italy. It is reported that 800 towns and villages are affected. The same disease is prevalent in Turkey, being most severe in Constantinople.

The Santa Fé Railway is building for its freight service ten locomotives that will carry 308 tons each. Their tenders will carry both coal and oil. Tender and all, each locomotive will weigh 425 tons.

Miss Harriet Quimby recently made the first public flight undertaken by a woman in the United States. She flew in her monoplane from the grounds of the Richmond County (N. Y.) Agricultural Fair.

After a bitterly contested fight, Maine voted against prohibition by a very small majority, at its "wet and dry" election last month.

The Marquis Saionji has succeeded Prince Katsura as Prime Minister of Japan. He has formed his ministry, making Viscount Uchida, the present Ambassador to the United States, the foreign secretary.

Dr. David Jayne Hill, United States Ambassador to Germany since 1908, resigned his position last April. He presented his letters of recall to Emperor William on September 2.

Periodicals and magazines are now carried by fast freight in place of mail cars. Delivery will be somewhat slower than under the old method, but the cost will be considerably less.

Mt. Etna, on the island of Sicily, is in eruption again, throwing up ashes and causing earthquakes, more or less severe. The dwellers in the villages on the mountain slopes are leaving their homes.

Vaccination against typhoid fever has been made compulsory in the United States Army. The rule applies to all officers and enlisted men under forty-five years of age.

Work has been started on the fortifications for the Panama Canal. There are to be six forts—four on islands at the Pacific entrance to the canal, and two on points of land at the Atlantic entrance. The fortifications will cost about twelve million dollars.

Some years ago the Government board on geographic names cut the "h" of the word Pittsburgh. The residents of that city have fought the change ever since, and now the Government has decided to put the "h" back. Hereafter Pittsburgh will be the only correct spelling.

The desks in the Senate chamber of the old Minnesota capitol building have been discarded. They will be used as pupils' desks in a rural school near Duluth.

The first Chinese warship ever to enter American waters, the cruiser *Hai Chi*, steamed slowly up the Hudson River, on Sept. 11. A long yellow pennant, with a dragon in deep blue on it, flew astern. Most of the officers speak English.

A woman, Mlle. Lucienne Heuvelmans, has won the coveted prize, the "Prix de Rome." This is a scholarship entitling the holder to a course of art study in Rome, with all expenses paid by the French Government.

The New York City schools will cost thirty-seven million dollars for the year 1911-12. This is an increase of nearly eight million dollars, one-half of which will be used for raising salaries of women teachers, made necessary by the new "equal pay" law for men and women.

Mr. James Whitcomb Riley, the poet, has given the earnings of his literary life, \$75,000, to the Indianapolis board of education. The money will be used to purchase a site for two new buildings, a public library and an administration building for the public schools.

Louis Carre, of London, Eng., has invented a machine for making match-sticks from straw, to take the place of wood. The straw is sliced, then laid in strands, cemented and pressed together in hot molds.

Dr. C. R. Woodson, of St. Joseph, Mo., has sold the apples on his 260-acre orchard, on the trees, for \$100,000. There are more than 10,000 trees. It is estimated that the yield will make 300 carloads of apples.

The Mayor of Hunnewell, Kansas, Mrs. Ella Wilson, nominated in succession on the 11th three women for city clerk, two women for treasurer, and then a man for each of these offices; but the City Council rejected them all, leaving the offices vacant. The council has persistently refused to co-operate with the Mayor, because she is a woman, and she has appealed to the Governor.

Income Tax Amendment

New York adopted the income tax amendment to the Constitution of the United States on July 12. Thirty States had already voted for it: Alabama, Arkansas, California, Colorado, Georgia, Idaho, Illinois, Iowa, Indiana, Kentucky, Kansas, Maine, Maryland, Michigan, Mississippi, Montana, New York, Nevada, North Carolina, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Washington, and Wisconsin. Five more States must adopt it in order to carry the amendment.

A Fifty-Five Story Building

The new Woolworth building, to be erected in New York City, is to have an elevation of 775 feet above the street level. The foundations will descend 110 feet below the curb. There will be fifty-five stories above ground and two below. The main building will be thirty-one stories high, and above that a tower eighty-six by eighty-four feet at the base will rise to the fiftieth story, where its size will be reduced to sixty-

one by fifty-nine feet. The tower will end in a pyramid containing the last five stories.

The steel frame will contain twenty thousand tons of metal. The outer walls will be of granite up to the fifth floor, and of terra-cotta the rest of the way.

Pencil Cedar Abundant

Apocryphal of many articles that have appeared recently regarding the scarcity of cedar, *Graphite*, the house organ of the Joseph Dixon Crucible Company, pricks a few of the bubbles that have been blown upon the subject.

Every now and then an article appears in the various daily papers relating to the great dearth of cedar for pencil wood, with the result that every pencil manufacturer begins to receive letters from all parts of the country offering cedar for pencil wood.

It is true that the pencil manufacturers have been buying old cedar rails and cedar boards from the old barns of the farmers for the reason that such wood, having been exposed for many years to the elements, is in better condition than new cedar. The new cedar carries a large amount of resinous matter and this resinous matter is difficult and expensive to get rid of, and when not thoroly eliminated from the wood tends to warp the pencils and to ooze out, marring, if not destroying, the finish of the pencil.

Some of the editors of the dailies are kind enough to offer the pencil manufacturers considerable advice on the subject. These editors tell us that the pencil manufacturers have lacked foresight, but possibly it is not too late to do what we should have done years ago, "plant anywhere from two to a hundred little cedar trees whenever we cut down a big one, or even whenever we want to cut down a big one and cannot find one to cut." It so happens that the pencil wood tree is not a tree that needs planting like an apple tree or a cherry tree. When one cedar tree is cut down a lot of little cedar trees at once spring up. In other words, it may be said that the cedar tree is a self-propagating tree. The only thing that the pencil manufacturer needs to do is to wait, and he is obliged to wait, until all the little cedar trees see fit to grow up and become big enough to be cut.

The Dixon Company has at least fifteen years' supply of cut cedar and owns nearly 70,000 acres of cedar land in Florida on which not a stick of standing timber has been cut for many years.

Edwin A. Abbey, one of the best-known American-born artists, recently died in London, at the age of fifty-nine years. Altho born in Philadelphia, he had spent practically his entire life in England. Mr. Abbey's most widely known work is the series of panels in the Boston public library, called "The Quest of the Holy Grail." He was the official painter of the coronation of King Edward, and he was asked to paint the recent coronation, but he refused.

The death of John W. Gates in August removed one of the great financiers of the country. Mr. Gates left his entire estate, said to be worth between thirty and forty million dollars, to be divided equally between his widow and his son, Charles G. Gates. None of the property can be sold for ten years, unless one of the heirs dies in the meantime.

Increasing Prices of Diamonds

The prices of polished diamonds are controlled by prices of the rough stones and are really made in London, where the products of diamond mines are assembled. Dealers report increasing prices and state that they are 10 to 12 per cent higher than a year ago, excepting those of small stones, like melees, which are practically the same. Prices will undoubtedly continue to advance. The syndicate controlling the rough diamond market limits production in order to increase its profits. The yield of the diamond mines, as a whole, is decreasing; the Kimberley mine is virtually exhausted of the best stones.

New Floating Dock at Callao

On May 7, 1911, a new floating dock for small ships was launched at Callao with a capacity and power for handling vessels up to 350 tons. This dock has been built by Eduardo Villaran, an engineer, at his own factory on the shore of Chucuito, and with Peruvian workmen. Its principal characteristics are a weight of 100 tons, a length of 66 feet, and a width of 36 feet; it is divided into eight compartments, the four larger of these being intended for submersion, and being provided with pumping engines, boilers, valves, and motor engines. The strength of these last is 24 horsepower, sufficient for raising the dock with the maximum of its contents in forty minutes.

This dock is the first one, it is believed, that has been totally constructed in South America. It has been anchored close by the moles, where it can best perform its important services for ships of lesser size engaged in the coasting trade.

New Steamship Service for Venezuela

The Royal Mail Steam Packet Company (English) has established a new service between Trinidad, British West Indies, and the Venezuelan ports, Carupano, Pampatar, La Guaira, and Puerto Cabello. At present the service has five steamers running to Puerto Cabello every 15 days on their way from New York to Southampton, England, and from May 16, two other steamers making another fortnightly trip, leaving Trinidad for the Venezuelan ports along the coast as far as Puerto Cabello and returning to Trinidad by the same route.

A New Industry for Ireland

The poultry industry of Ireland is steadily growing in importance. The export of eggs in 1910 was much in excess of the exports of either whiskey or porter, while the exports of eggs, poultry, and feathers exceeded the combined exports of whiskey and porter by \$254,547. It appears from this that the poultry industry is the third in importance as regards exports, being only exceeded in value by the linen exports and the cattle exports, and being closely followed by the export of butter.

The growth of the poultry industry is said to be largely due to the educational propaganda by the Department of Agriculture. Thirty-four instructors last year gave 588 lectures, the average attendance being 56. In addition, 1,522 classes were held with an average attendance of 11.

Nova Scotia Railways

The annual report of the commissioner of public works of Nova Scotia shows that during the year ended September 30, 1910, there were 1,322 miles of railroad operating in the Province, 634 miles of which were provincial lines. Considering only the provincial roads, Nova Scotia has one mile of railway for every 340 inhabitants, which is only slightly less in proportion to the population than that for the whole of Canada, and is a somewhat higher ratio than that of the United States, New Zealand, or Australia, and four or five times as much as that of most European countries. A new road, the Halifax & Eastern, now in course of construction, and which is expected to be in operation within a year, will largely increase the provincial mileage.

The Canadian Pacific Railway is now laying steel on the new line from their new elevator at Victoria Harbor on Georgian Bay to Montreal. It is expected the line will be completed to near Peterborough the coming summer. The general manager speaks of the line as one "with no grades and practically no curves, and is the shortest possible line between the Great Lakes and salt water." From Victoria Harbor to Montreal, the distance is 65 miles less than from Buffalo to New York.

Immigration into Canada

Immigration into Canada during 1910 reached a total of 303,091, as compared with 184,281 for 1909, an increase of over 64 per cent; 178,489 arrived via ocean ports, and 124,602 came from the United States; 179,422 were men, 68,915 women, and 54,754 children. Of the immigrants from the United States 74,990 were men, 25,215 women, and 24,397 children.

Canadian Immigration Statistics

During the last 10 years Canada has received nearly 2,000,000 immigrants, of whom approximately 750,000 were from the United Kingdom and 700,000 from the United States. Up to the close of the fiscal year ended March 31, 1911, the total was 1,714,326 for the decade. Since then nearly 200,000 more have arrived, divided about equally between American and British immigrants.

About 65 per cent of the immigrants arriving from the United States have been farmers who for the most part have settled in the prairie Provinces. Thirty-eight per cent of the total number from the United States made entries for homesteads in the West. About 30 per cent of the European arrivals were farmers or farm laborers, while 25 per cent were classed as general laborers and nearly the same percentage as mechanics. The influx of negroes has totaled a little more than 400, while 5,200 Hindus have come. Of the British immigrants approximately 500,000 have been English and Welsh, 150,000 Scotch, and about 45,000 have been Irish. Figures for other nationalities include: Austro-Hungarian 121,000, Italian 63,817, Hebrew 48,675, Russian 39,950, Swedish 19,349, German 21,146, French 16,236, Norwegian 13,798, Syrian 5,223. Western Canada received some 300,000 more immigrants than the eastern section. Saskatchewan and Alberta received more than half a million.

Great Trade Centers

Traffic and Commerce of Liverpool

Commercial conditions between Liverpool and the United States showed a marked improvement in 1910 compared with the preceding year. The declared exports to the United States amounted to \$41,669,916, an increase of \$9,385,274, compared with 1909, while the imports from the United States into Liverpool were valued at \$328,739,954, a gain of \$17,118,181 over the previous year.

Liverpool holds an unrivaled position as a distributing center. Within a short distance are situated the large manufacturing industries of Lancashire and Yorkshire. It is a center for the Midlands, and also for Ireland and South Wales.

The population of Liverpool is estimated at from 780,000 to 800,000.

Bohemia's Capital

Bohemia, of which Prague is the capital, sent to the United States last year upwards of \$8,000,000 worth of merchandise. It is the manufacturing beehive of the Austrian Empire. It has immense cotton mills which purchase thousands of bales of American cotton. It has up-to-date shoe factories equipped with American shoe machinery and using American leather and lasts. It has automobile works, immense machine works, car works, and works for the manufacture of heavy guns for war vessels, all of which use American machinery. There is being expended on the river passing thru Prague upward of \$16,000,000 to make it navigable to Hamburg. The city of Prague, which has a population of 600,000, is one of the most progressive in central Europe, and one of the most beautiful.

Berlin and German Waterways

The city of Berlin is to-day the center and market-place of a labyrinth of canals and canalized water-courses. The Spree and Havel, with their network of canals reaching to the Elbe and Oder, have made possible the prosperity of modern Berlin. These rivers and tributary and connecting canals are at all times crowded with boats bringing the coal and briquettes of Silesia, timber, stone, bricks, lime, fruit, and other heavy freights from the interior, and give Berlin direct water communication with Hamburg and Stettin. Modern Berlin, with its 2,000,000 inhabitants and its vast industries, would never have been possible except for the combination of natural and artificial water-courses which have given easy and cheap transportation for fuel, building, and other raw materials. The Maerkischen Wasserstrassen, or marsh canals, which lead from the Oder and the Elbe to Berlin, are none of them more than six feet deep. Yet they carry 13,000,000 tons of freight each year.

In Germany it was evident that if the railroads were allowed to engage in competition with the waterways they would drive the traffic from the rivers and canals. The railroads, being owned by the State, are

not allowed to carry the coarser and heavier classes of freight. These are reserved for the waterways. The result is that the railroads of Germany to-day carry 78 per cent of the total traffic of the country while the waterways carry 22 per cent.

The German Rhine is commercially the most important stream in the world. It furnishes a most illuminating contrast to the decadent Mississippi. The United States has expended more money in the twenty years ending in 1907 on the most important stretch of the Mississippi, 206 miles between St. Louis and Cairo, than the German central government has expended in the improvement of the Rhine from Strassburg to the frontier of Holland, a distance of 355 miles. Yet the amount of tonnage handled on this portion of the Mississippi in 1908 was 374,093 tons, while that on the Rhine in the same year was between 40,000,000 and 45,000,000 tons,—an amount from eighty to one hundred times as great.—From "European Waterways,—Their Lessons for America," by Hubert Bruce Fuller, in the *American Review of Reviews* for May.

Industries in Hanover

Hanover is one of the chief commercial centers of Germany. The manufacture of chemicals is growing in importance, the city's exports of these products to the United States in 1910 amounting to \$153,244.

Another industry for which Hanover is particularly noted is the manufacture of rubber. Germany's exports of rubber manufactures in 1910 amounted to \$12,380,340. Three factories in Hanover contributed \$169,229 in goods sent to the United States, which consisted principally of rubber balls, combs, toys, and automobile tires.

Cement, brewing, and the manufacture of machinery are other leading industries. A Hanover firm recently secured a considerable order for locomotive engines from the Siamese Government against bids by an American firm.

Hanover is the geographical center of the potash industry. There are over twenty producing mines in the Hanover consular district.

The Philippine Islands are managed by a governor and eight commissioners, all appointed by the President of the United States. Three of the commissioners are Filipinos, the other five Americans. Each of the thirty-eight provinces has in addition a local governor. An assembly chosen by the people legislates on local matters.

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The Real Cause of Paresis

One of the most dreadful of all the forms of insanity is that which is popularly known as "softening of the brain," and is known scientifically as paresis, or general paralysis. This particular form of insanity is absolutely incurable by any means now known to the medical profession, says Homer Folks in the *American Review of Reviews* for May. Those afflicted with it suffer gradual but complete mental and physical decay. The very substance of the brain and its appearance become changed. These unfortunates live but a few years. During the past year, 600 men were admitted to State hospitals for the insane in the State of New York, suffering from this disease,—17 per cent of all the men who were admitted; and 263 women, or 8 per cent of all the women admitted.

The medical profession knows that of which, to the present time, the average layman has had no intimation whatever, that this disease is in substantially every case, if not in every case, caused by an earlier disease which until just now it has been thought improper to mention in polite society and which most newspapers will not refer to, syphilis. Syphilis is a germ disease. It is usually acquired in the course of immoral habits, tho one may get it innocently. Every man and boy should know that by yielding to the temptation which comes sooner or later to almost every man and boy, to go with immoral women, he is exposing himself to the probability of getting this disease, which may result years after in incurable insanity. One of the most reputable physicians in New York City, of wide experience in the treatment of insanity,

vouches for the truthfulness of the following statement:

Recently, there died in one of the private institutions for the insane in this State, a man in the prime of life, who had previously had vigorous health, and was temperate, of good character, happily married, and the father of a child. He was a graduate of a large university, and had large means which he had inherited and had added to by success in business. The infection, of which general paralysis was the final outcome several years after he was considered perfectly recovered from the infection, was contracted when he entered college, and was the result of a reprehensible prank of some of his fellow-students. They undertook to initiate him into some of the demoralizing features which occasionally enter into student life, and, to his undoing, ended by leaving him in a state of alcoholic intoxication in a disorderly house.

Over the door of every immoral resort might truthfully be hung "Incurable insanity may be contracted here." If self-respect, the desire for the good opinion of others, the influence of religious training, and the attractions of home life are not sufficient to prevent this kind of wrongdoing, the danger of contracting a disease which may result in incurable insanity should be sufficient. Who can doubt that if these facts were generally known to the public, as they are known to physicians familiar with mental disease, they would have a profound effect upon the conduct of the average man?—From "The Prevention of Insanity," by Homer Folks, in the *American Review of Reviews* for May.

There was found a short time ago, on the shore of a lake near Shreveport, La., what is said to be the largest pearl ever found in this country. The finder sold it for \$250, and it was resold for \$1,500.

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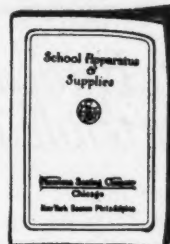
The pupil does one and one half to four times as much work as he could do in the same time if he had to copy the figures.

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Notes of New Books

"Public Education in California," by John Swett.—This book furnishes an interesting account of the origin and development of public education in California, with the author's personal reminiscences of half a century. The early struggles in founding the public school system, the fight against political dictation, the framing of the school laws and their various revisions, and the growth of the system during its first half century are set forth in a very readable manner. Price, \$1.00. (American Book Company, New York.)

Recent publications in the series of "Eclectic English Classics" are Washington's "Farewell Address" and Webster's "First Bunker Hill Oration"; Carlyle's "Essay on Burns"; Goldsmith's "Vicar of Wakefield"; Shakespeare's "Merchant of Venice," and Coleridge's "Rime of the Ancient Mariner." The various volumes of the series are edited by well-known teachers of English. The notes, maps, and illustrations are numerous and helpful. The books are well printed and are bound in cloth. (American Book Company, New York.)

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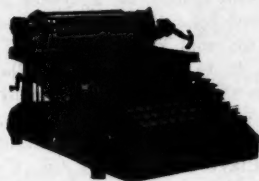
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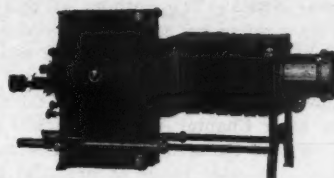
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Germany there is one teacher to 361. In England there are 177,500 teachers occupied, which allows one teacher to every 234 inhabitants. In Germany there are three illiterates to each 1,000 of population, while in England there are 10. The most illiterates are to be found in Russia, where there are 617 to every 1,000 inhabitants. In Germany 68 per cent of the attendance at the schools is composed of children between the ages of 5 and 15; in Russia the average is only 27 per cent.

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The British Anthem

At the request of King George, the venerable Dean Hole has been revising the British national anthem in order to bring it just a little more up to date and in harmony with the modern spirit. The Dean has improved it materially as far as he has gone by substituting lines in the stanza reading "Confound their politics, Frustrate their knavish tricks," so that the revised version reads beautifully as follows:

O Lord our God arise,
Scatter his enemies,
Make wars to cease.
Keep us from plague and dearth,
Turn Thou our woes to mirth,
And over all the earth
Let there be peace.

Certainly this is unexceptionable, but we think the Dean has not gone far enough, and to remedy his omissions we venture to suggest the following additional lines, which we respectfully submit to the distinguished consideration of His Majesty:

Please cork up Bernard Shaw,
Keep us from saving "Aw!"
When we converse.
Give English clothes some shape;
Make *Punch* a funny pape;
Show us how to escape
A. Austin's verse.

In any future pinch
Renew our ancient cinch
On Yankee cash.
May Uncle Sammy's girls
With their stocks, bonds, and pearls,
Still help our dukes and earls
To cut a dash.

Other stanzas *ad lib.* suggest themselves, covering the present plight of the House of Lords, the dangers of Canadian reciprocity with the United States, and other prayerful considerations affecting the current needs of the Empire, but we prefer to hold them over for our special seventy-two-page issue devoted to the question of the annexation of the British Empire to the American Republic.—*Harper's Weekly.*

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"An old man met a child. 'Good-day, my son,' said he. 'May you live as long as you have lived, and as much more, and thrice as much as all this; and if God give you one year in addition to the others, you will be a century old.' What was the boy's age?"—*Exchange*.

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Argentina

A few months ago THE SCHOOL JOURNAL spoke of the great work the Argentine Republic is doing for the general education of her people and for the training of teachers for elementary schools.

There are in addition schools for deaf mutes, a national school of chemistry at San Juan, a normal school of physical education, a national lycée for girls, and a national institution for training teachers for secondary instruction. There is said to be more education of females in Argentina than in any other South American country, and too much credit cannot be given to the devoted army of ladies brought from the United States to Argentina by President Sarmiento (1868-1874) and subsequently who, with the constant encouragement and assistance of the Argentine Government and people, have made this possible.

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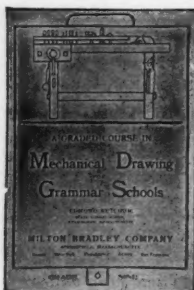
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The Harvester's March

With whirr and clatter on
southland plain
March forth the reapers of
golden grain.

Yellow the fields where the sun
is high,
Plump the kernels where
heavy heads
Nod and sway as the south
winds sigh:
Wheat is king, and its proud
reign spreads
With the sun's advance toward
colder climes;
But here the riches have come
to hand,
Earth smiles and beckons and
yields betimes
Its large reward to all the
land.

A week, a month—the stubble
is bare,
Robbed of the gold that na-
ture mints
With soft-hued skies and balmy
air;
On saffron acres the sunlight
glints.
Far to the north, and onward
go
The noisy toilers who, tire-
less, tread
Wide prairie lands, there to and
fro
Gathering sheaves for a na-
tion's bread.

Tho on and on stretch fields
still green,
Yet with the sun the gold
creeps in;
So come the wielders of sickles
keen,
Eager the year's great prize
to win—
Platoon and guard, brigade and
corps,
Brave Labor's troops pursue
their way;
Ne'er did an armored host of
yore
Besiege such store of wealth
as they.

Care and want and debt defied,
Homes adorned, fair gifts to
please,
Hopes and dreams all satisfied,
Food and clothes and restful
ease—
These and more the harvests
bring,
These the shining leagues be-
stow:



How to Reduce Dust in Schoolrooms

It is now a well-established fact that dust is accountable for the spreading of more contagious diseases among school children than any other single cause. Modern science and practical experience both prove that many diseases are held in check by simple precautionary measures. Do away with dust and many dangerous diseases may be averted. A simple dust preventive is at hand in

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Glad the song the reapers sing
As forward on their course
they go!

The summer is ending on north-
land hill;
The march is done and the fields
are still.

—C. M. Harger, in *The Youth's Companion*.

Cornfields

In the young merry time of
spring,
When clover 'gins to burst;
When bluebells nod within the
wood,
And sweet May whitens first;
When merle and marvis sing
their fill,
Green is the young corn on
the hill.

But when the merry spring is
past,
And summer groweth bold,
And in the garden and the field
A thousand flowers unfold,
Before a green leaf yet is sere,
The young corn shoots into
the ear.

And then as day and night suc-
ceed,
And summer weareth on,
And in the flowery garden-beds
The red rose groweth wan,
And hollyhocks and sunflowers
tall
O'er top the mossy garden
wall.

When on the breath of autumn
breeze,
From pastures dry and brown,
Goes floating like an idle
thought,
The fair white thistledown;
Oh, then what joy to walk at
will
Upon that golden harvest
hill!

O golden fields of bending corn
How beautiful they seem!
The reaper-folk, the piled-up
sheaves,
To me are like a dream;
The sunshine and the very air
Seem of old time and take me
there!

—MARY HOWITT.

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Odd Geographical Facts

The following list of odd things about the earth that the average person does not know has been compiled by Prof. R. H. Whitbeck of the University of Wisconsin geology department:

Did you know—

That the Pacific end of the Panama Canal is farther east than the Atlantic end?

That Venice, Italy, and Montreal, Canada, are in about the same latitude?

That if an express train had started out from the earth for the planet Neptune at the birth of Christ, and had traveled 60 miles an hour day and night ever since, it would not yet be half way there?

That Cuba would reach from New York to Chicago?

That the mouth of the Amazon river is as near to Europe as it is to New York?

That Texas is larger than Germany and as large as 212 Rhode Islands?

That, when measured in degrees of longitude, San Francisco is about in the middle of the United States, including Alaska?

That the entire continent of South America lies farther east than Florida?

That Glasgow, Scotland, is in the same latitude as Alaska?

That, if the southern end of Chile, South America, were placed at Florida that single country would extend northward entirely across the United States and Canada and half way across Hudson Bay? —Selected.

In the speed contest held at Buffalo, August 29 and 30, under the auspices of the thirteenth annual convention of the National Shorthand Reporters' Association, both speed awards were won by writers of Isaac Pitman Shorthand. The contest for the Adams Trophy (silver cup) was won by Miss Nellie M. Wood with a percentage of accuracy of 99.5. The award for the Shorthand Writer Cup was

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won by Mr. Nathan Behrin with a percentage of accuracy of 96.8. Twenty-two contestants sat for the examination.

Muscular Movement

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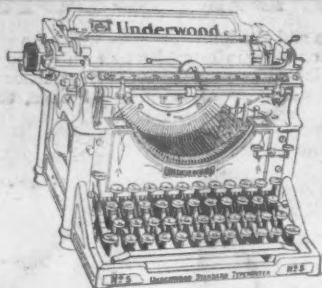
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